

ABSTRACT

TOWARD MODIFICATION OF WORK VALUES AND JOB SATISFACTION
AMONG BAHRAINI MEDICAL SECRETARY STUDENTS

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Bldck

B.S. UNIVERSITY OF ARIZONA, 1965

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A DOCTORAL PROJECT SUBMITTED IN PARTIAL FULFILLMENT
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ABSTRACT

Job satisfaction levels and selected work values were examined by means of a one group pretest/posttest design prior to and following a human relations treatment class. Selected demographic factors were examined in relation to job satisfaction and work values. In addition, problem areas as identified by supervisors were reviewed prior to and following the treatment class.

Prior to the human relations class the "Job Questionnaire" (Brayfield and Roth, 1951) and the "Work Values Inventory" (Super, 1970) were administered to 26 female Bahraini medical secretary students. A sixteen week human relations class, which stressed positive work values and means for finding job satisfaction followed. Following the treatment, the two instruments were again administered.

The subjects indicated a high degree of similarity in their responses to the the instruments, and they were satisfied with their jobs prior to and following the treatment. However job satisfaction changed during the period for 92.3% of the subjects, with the over-all level of job satisfaction increasing. The work values of the subjects were not significantly altered following the human relations class. The subjects indicated that all of the values examined were at least moderately important to them, with a slight skewing toward a high importance for all of the values examined. The only relationship found for job satisfaction and work values was a significant correlation for job satisfaction and material values prior to the treatment; however, no correlation for work values and job satisfaction was found following the treatment.

Demographic factors of age, number of months employed, and grade were correlated with job satisfaction and work values. Prior to the treatment, correlations were found for grade and goodness of life values and grade and job satisfaction. Following the treatment, correlations were found for grade and self expression values, grade and behavioral control values, number of months employed and self expression values, age and goodness of life values, and age and behavioral control values.

Following the human relations class, only six of the fifteen original supervisory's identified problems remained, and no new problem areas were added.

Conclusions were that the human relations treatment class may have altered job satisfaction levels, but that the categories of material values, goodness of life values, self expression values, and behavioral control values were not altered by the treatment.

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CHAPTER I

PROBLEM STATEMENT

Employee values are expressed in many different ways. The problem of evaluating and modifying work values is of importance to employees, employers, and to educators; especially to educators in the vocational field where education is planned for specific fields of work.

Historically, the value of work has been viewed differently by different people. To the early Greeks, work was a curse. The Latin word for work, ponos, is translated as sorrow and carries the synonyms of burden, triviality, and fatigue. It was not until the early Persian religion of Zarathustra that work rated a higher value. Zarathustrians considered the perfect worshiper to be one who tilled the earth. The doctrine prized labor, thrift, and property, and gave ethical values to these things (Tilgher, 1977).

It is a rare person who is not faced with the world of work. Work today is no longer associated with a good and pious life, but work is seen by many people as a means of self actualization (Wrenn, 1964); as a means of implementing one's self concept (Super, 1951; 1962; 1970); and as a means of finding a life role (Friedman and Havighurst, 1954). Work is more than just making a living. Work, for the most part, is performed by human beings, each of whom has his own personality conflicts, interests, and values. Values lead to attitudes which are manifested as behavior (Levinson, 1976). Researchers in the field of work psychology (Vroom,

1964; Herzberg, 1962; Hackman, 1969; Super, 1962; Bordin, 1943; Propoy, 1951; and Kornhauser, 1924) agreed that work is a source of need satisfaction and that work is important to most cultures. Pokeach (1973) argued that values are the main dependent variables in the study of culture, society, and personality and that they are the main independent variables in the study of any area of social behavior.

Because an individual's values are part of his total being, they cannot be left behind when he leaves the work situation (Uhrbrock, 1934). Katzell (1958) concluded that job satisfaction is directly proportional to the extent to which job features successfully fulfill the worker's values. Work values are the mental sets which govern the employee. They illicit favorable or unfavorable responses from the employee. The attitudes are based upon the individual's value system and reflect likes and dislikes; and may have emotional content (Kelly, 1969). The way individuals react affect work performance. It is important for designers of education programs to understand the work values of the students in a program and, supervisors and employing agencies should also know these values.

Understanding the value structure of students in an educational situation is important as an aid in clarifying the goals and determining the psychological appropriateness of training (Super, 1970). Dawis and Lofquist (1981) proposed that vocational education programs consider employee values, as well as task requirements and skills necessary for work. They suggested that if work satisfaction is a determiner of an individual's economic status, social status, self identify, over-all life satisfaction, then existing vocational curricula should have the specific objective of facilitating satisfaction with the immediate training environment and ultimately with the work environment.

Knowing the values which motivate an individual, and having information concerning the attitudes and values are most readily realized in various occupational settings give the educator an important basis for counseling and decision making (Super, 1970). Most of the research that has been conducted regarding work values has been done in the United States and Europe. Students from the United States and Europe come from cultures with long traditions of the work ethic. Developing countries are frequently asked to build vocational training programs around the values of students, employees, employers, and educators of the United States and Europe. These values may or may not be appropriate in all situations.

Black (1981) in a study of job satisfaction among nurses, concluded that much of the research in job satisfaction and work values had taken place in non-health related occupations. She also indicated that although major contributions to the theory of human needs had been made by psychologists in the field of work values, the relationship between job satisfaction and behavior had not been clearly identified. She further questioned why the work commitment of women had not been more completely studied. She contended that little research had been done concerning the work values of women in their world of occupational endeavor, and added that little research had been done in the area of work values or job satisfaction for women in health related fields.

Background for the Study

This study is concerned with the work values and job satisfaction of students in the part-time Medical Secretary Program at the College of Health Sciences, State of Bahrain prior to and following a human relations treatment class. The students in the program are all Bahraini nationals, being trained through a program developed by an American educator.

Ninety-seven percent of the students in the program are women. The students are from the various regional health centers of Bahrain and from the Ministry of Health hospital, Salmaniya Health Center. Salmaniya Health Center is a 600 bed hospital and is the primary health care center for Bahrain. Referrals are made to Salmaniya from the 17 regional health centers, the Bahrain Defense Force Hospital, the Bahrain International Hospital, and the American Mission Hospital. Salmaniya Health Center is considered to be the most technically advanced hospital in Bahrain.

The students in the Medical Secretary Program are employees of the Bahrain Ministry of Health, and attend classes on a release-from-work basis. Half of their time is spent in classes and the other half is spent on training jobs. The students were hired without the skills to meet the medical secretary job description, as defined by the Bahrain Ministry of Health. Presently, most of the students are placed in entry-level positions; most of the students from the hospitals are ward clerks, and the students from the regional health centers are filing clerks and receptionists. There is presently only one Bahraini national performing the duties of medical secretary as defined by the job description, and she holds the Ministry of Health grade for that position. The medical secretary duties are being performed primarily by expatriate staff.

The instruction in the Medical Secretary Program is planned so that there will be vertical-type promotions within the employing agency. As students progress through the program, they are promoted to higher positions until upon the completion of the program they will have attained the position of medical secretary. The students sign an agreement that they will continue to work for the Ministry of Health for at least one year following the completion of the training. They pay nothing for their

education and receive their regular salary during the training period. As there is only one Bahraini medical secretary meeting the job description, the students are assured of a medical secretary position.

The Associate Degree in Allied Health for the medical secretaries requires approximately two and one half years of full-time study. On a part-time basis, the study period ranges from four to six years, depending on the individual student. There is communication between the coordinator of the program and the supervisory staff of the health agencies. At least three interviews with the supervisors are held during each semester. Strengths and weaknesses of the students' performance are noted, with cooperative discussion on ways to overcome the weaknesses and how to accentuate the strong points. On the basis of this communication, the part-time students are placed in positions and promoted. Approximately 75% of the supervisory staff are expatriates. There have been complaints from the supervisors concerning the work values of the students in the part-time Medical Secretary Program, when these students were compared with the expatriate medical secretaries. The Bahraini students were reported to be late for work, concerned primarily with salary and grade, noncaring, dependent, gossiping, uncooperative, impatient, and unable to accept criticism (Appendix A - "Supervisory Reports").

The world of work in a productive capacity outside the home came to Bahraini women in the 1940s (Bahrain Civil Service Bureau, 1982). Because of the origin of the supervisory personnel, performance for the medical secretary students is being viewed in terms of European, American, and East Indian attitudes. It is important to know what the Bahraini women's work values are and what satisfaction these women derive from their work situation.

Bahrainis appear to emulate Western work values (Appendix B - "Bahrain--the Island State"); however, the work values of the Bahraini students may be different from the work values which exist in the United States, Europe, and India. It is the responsibility of the education system to help change these values if they do not represent the objectives of the employing health agencies of Bahrain.

Nature of the Study

This study examined work values and job satisfaction levels of 26 female Bahraini students enrolled in the part-time Medical Secretary Program at the College of Health Sciences prior to and following a human relations class which stressed positive work values and ways of finding satisfaction on the job. The study also investigated potential relationships which may exist for the measured work values categories and job satisfaction prior to and following the treatment. Also investigated prior to and following the treatment, were the problems identified by the supervisors of the subjects. Selected demographic factors as they may relate to work values and job satisfaction were correlated with these two factors prior to and following the treatment class.

Operational Definitions

The following contextual and operational definitions were used throughout this project. The defined terms have only the meaning stated in this section.

Achievement: Associated with work that gives one a feeling of accomplishment in doing a job well (Super, 1970).

Altruism: Associated with work that contributes to the welfare of others (Super, 1970).

Attitudes: Qualities based upon one's value system. They reflect likes and dislikes and have an emotional context (Super, 1970).

Associates: Associated with work which brings one into contact with fellow workers that one likes (Super, 1970).

Behavioral Control Values Category: This value area includes independence, management, and supervisory relations (Super, 1970).

Creativity: Associated with work which permits one to invent new ideas (Super, 1970).

Demographic Factors: Certain factors outside the job situation which may affect the job satisfaction or work values of the worker. Demographic factors are such things as age, marital status, number of children, sex, salary, tenure, job level, educational level, and cultural background (Carroll, 1973).

Economic Returns: Associated with work that pays well and which enables one to have the things one wants (Super, 1970).

Goodness of Life Value Category: This value area includes altruism, associates, way of life, and achievement (Super, 1970).

Independence: Associated with work that permits one to work on her own, as fast or as slowly as she wishes (Super, 1970).

Intellectual Stimulation: Associated with work that provides an opportunity for thinking and for learning how and why things work (Super, 1970).

Job Satisfaction Level: The general level which represents the degree of job satisfaction for a worker (Brayfield and Roth, 1951).

Management: Associated with work which permits one to plan and lay out work for others to do (Super, 1970).

Material Values Category: This value area includes prestige, economic returns, security, and job surroundings (Super, 1970).

Prestige: Associated with work which gives one standing in the eyes of others and which evokes respect (Super, 1970).

Self Expression Value Category: This value area includes esthetics, intellectual stimulation, and job variety (Super, 1970).

Security: Associated with work which provides one with the certainty of having a job, even in hard times (Super, 1970).

Supervisory Relations: Associated with work that can be carried out under a supervisor who is fair and with whom one can get along (Super, 1970).

Surroundings: Associated with work that can be carried out under pleasant conditions, not too hot or cold, noisy, dirty (Super, 1970).

Values: Fundamental beliefs which are developed out of earliest identifications with parents and other power figures or models. They are the ideas, ideals, concepts, and precepts that an individual holds as important for herself (Levinson, 1976).

Variety: Associated with work that provides an opportunity to do different types of jobs (Super, 1970).

Way of Life: Associated with the kind of work that permits the individual to live the kind of life she selects and to be the type of person she wishes to be (Super, 1970).

Work: A set of functions to be performed by a role occupant; the performance of which contributes to the production of goods and services (Vroom, 1964).

Work Values: The personal objectives an individual seeks in work (Super, 1970).

Purpose of the Study

The purpose of this study was to investigate the work values and job satisfaction of 26 female Bahraini students in the part-time Medical Secretary Program at the College of Health Sciences prior to and following a 16 week human relations class; to examine the relationships associated with work values and job satisfaction for the population prior to and

following the human relations class; to examine problems identified by supervisors of the subjects prior to and following the human relations class; to examine selected demographic factors in relation to job satisfaction and work values prior to and following the human relations class; and to use the results of the investigation to suggest changes and/or new approaches in the curriculum for the Medical Secretary Program at the College of Health Sciences. The College of Health Sciences has recommended that this study be done, and that the results be reviewed by all programs with the aim of fostering positive work values and helping students obtain greater satisfaction on the job.

Objectives for the Study

This study measured the influence of a human relations class on the changing of work values and job satisfaction. Based upon the findings of a pretest on job satisfaction levels and work values, and after reviewing problem areas as identified by the supervisors of the medical secretary students, a 16 week human relations course was developed which stressed positive work values, exposed students to ways of finding satisfaction on the job, and offered solutions to help eliminate the problem areas that were identified by the supervisors. Following the treatment, posttest measures of job satisfaction and work values were administered to see if job satisfaction and work values were altered by the treatment. Based upon the findings of this study, suggestions will be made for the preparation of teaching modules which will reinforce positive work values.

This study:

1. evaluated the influence of a human relations course as an element of change for work values and job satisfaction levels.
2. measured the work values of medical secretary subjects in terms of four value categories: (1) material values, (2) goodness of life values, (3) self expression values, and (4) behavioral control values. These factors were measured prior to and following the treatment.
3. examined job satisfaction levels prior to and following the treatment.
4. examined relationships between work values and job satisfaction.
5. examined selected demographic factors of age, tenure with the Bahrain Ministry of Health, and Bahrain Ministry of Health grade in relationship to job satisfaction and work value categories.
6. examined the on-the-job problem areas, as identified by supervisory staff prior to and following the treatment.

General Hypotheses

In order to assess the work values and job satisfaction levels of the part time medical secretary students at the College of Health Sciences and to use the results of this study as outlined, the following general hypotheses were formulated.

1. Work values may be related to job satisfaction, and may be altered as a result of a human relations training intervention effect.
2. Job satisfaction levels may be altered as a result of a class in human relations.
3. Problem areas as identified by supervisory staff may be altered in a positive direction as a result of a class in human relations.

Significance of the Study

The literature reviewed for this study indicated that educational programs may or may not change work values and job satisfaction levels. It is of value to determine whether or not the work values and job satisfaction levels of the subjects in this study may be altered as a result of a human relations class which stressed positive work values and ways of finding satisfaction on the job.

The work place may provide for the satisfaction of a multitude of human needs. Vroom (1964) reported that job satisfaction involved feelings toward work roles. Scott (1970) asserted that work gave direction, purpose, and status, and that work could identify the individual in terms of his culture. General attitudes toward work situations as a whole may be considered as a blend of many specific values that may result from various types of experiences (Uhrbrock, 1934). Roberts and Savage (1973) recognized four reasons that make human values studies important: (1) the human is a physical asset; (2) personal satisfaction may contribute to job performance; (3) work satisfaction may be negatively related to absenteeism and turnover; and (4) it is important to establish realistic objectives for the Medical Secretary Program, it is important that the work values of the students be examined in relation to the instruction they will receive in the program, and in relation to the positions they will fill upon completion of their studies. The material for the human relations class was prepared after reviewing the problems identified by the supervisors, and the materials were revised following

the human relations class, the materials will again be reviewed and revised so that they will reflect the information obtained by way of this study.

Zytowski (1970) described work values as being indicators of the worker's internal needs for factors that may satisfy his internal needs. In addition, general attitudes toward a work situation as a whole may be considered as a blend of many specific attitudes that may have resulted from various types of experiences, and these are indicators of the worker's value system (Uhrbrock, 1934). When an employee's needs are met, job satisfaction is likely to occur (Black, 1981). By sharing the information obtained from this study with the teachers, supervisors, and the Bahrain Ministry of Health officials, it may be possible to adjust certain aspects of the medical secretary jobs to reflect the information on work values and job satisfaction presented in this study. Instruction in human relations may help the medical secretary subjects adjust to problems in their work situation, and it may help them to learn to identify satisfying elements within their job.

Fellow workers and the general working conditions in the place of employment contribute experiences which help the employee develop his feelings toward work (Uhrbrock, 1934). He added that work values are things which "fluctuate like mercury in a thermometer" (p. 18). A succession of good experiences can help create a loyal cooperative employee, while negative points or friction and misunderstanding can lead to an employee with negative feelings about the organization. Uhrbrock (1934) felt that it was important for all levels in an organization to know the work values of its people so that adjustments could be made in

the job situation which would foster positive work values. Since work values may fluctuate, it is important to examine the work values of the medical secretary students in order to assess change and to determine the direction of the change.

Assumptions for the Study

Katzell (1958) suggested that events experienced by a worker can cause feelings that may be expressed in terms of likes or dislikes. He pointed out that people differ in their degree of job satisfaction and that job satisfaction may be examined in terms of personal values. He noted that labels such as values may be used to refer to job features which an individual sees as attractive or unattractive, desirable or undesirable.

The literature indicated that work values may be directly related to job satisfaction, and that these concepts may be measured. Once identified, they may be altered. Given these considerations, the following assumptions were made for this study:

1. The 26 subjects in this study were representative of the students who may enroll in the Medical Secretary Program in the future.
 - A. The social and economic level of the students were varied, but with a tendency toward the middle class level.
 - B. Since the beginning of the program, approximately 97% of the students have been females. It is assumed this approximate percentage of females will continue to enroll in the program.
 - C. Because recruitment of the students for the program is primarily from the secondary schools, this population may represent the approximate age of future students.
 - D. A small number of older students may enter the program each years.

2. The 26 subjects in this study study are all bilingual in English and Arabic.
3. Positive work values are desirable and should be stressed in a vocational, on-the-job setting.
4. A high level of job satisfaction is desirable and ways of achieving job satisfaction should be included in the training program.
5. Negative, observed on-the-job behavioral patterns should be reviewed in an educational setting, and instruction offered to help overcome observed problem areas.
6. The number of subjects in this study was large enough to prevent spuriously significant results.
7. The instruments used were valid and reliable.
8. Planned educational programs may affect work values and job satisfaction levels.

Limitations of the Study

This study was undertaken within the limitations identified in this section. Any generalizations from this study must be viewed in terms of the following limitations:

1. This study was limited to 26 Bahraini subjects in the part-time Medical Secretary Program at the College of Health Sciences, State of Bahrain.
2. The subjects in this study were all Bahraini nationals. Two of the subjects had traveled outside Bahrain. All of the subjects were Muslims, and all are first generation Bahraini female employees. All of the subjects attended only Bahrain Government schools. All of the subjects had worked only for the Bahrain Ministry of Health.
3. The study was limited to the items examined by the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951), and to the information obtained from the interviews with the supervisor of the subjects.

4. The study was limited to the demographic factors of sex, age, number of months employed by the Bahrain Ministry of Health, and Bahrain Ministry of Health grade.
5. The validity of the data may have been affected by the Hawthorne and halo effect because the subjects were aware they were part of an experimental situation.
6. The reliability of the results of this study may be affected by the Hawthorne and halo effect during the human relations class because the subjects may have been aware of the fact they were part of an experimental situation.
7. The investigation was limited to a one group pretest/post-test design.

Summary of Chapter

Chapter I of this study outlined the major problems concerned with the investigation of work values and job satisfaction as they apply to this study. The literature reviewed for this study indicated there have been few studies in work values or job satisfaction for women, and that there have been no published studies in work values or job satisfaction for Bahraini women or for medical secretaries. This study was concerned with the work values and job satisfaction levels of 26 female Bahraini subjects both prior to and following a human relations class. The purpose of the study was to obtain information on work values and job satisfaction levels which may be used by the teachers and administrators at the College of Health Sciences in order to suggest changes and/or new approaches for handling these factors in the Medical Secretary Program.

Chapter I included the problem statement, background for the study, nature of the study, operational definitions, purpose of the study, objectives for the study, general hypotheses, significance of the study, assumptions of the study, and limitations of the study.

A review of the literature for this study is covered in Chapter II. This chapter reviews the literature concerned with work, work values, job satisfaction, changes in work values and job satisfaction levels, relationships which may exist for work values and job satisfaction, and the effect of selected demographic factors on work values and job satisfaction.

Chapter III outlines the methodology for this study. Presented in this section are the conceptual framework for the study, variables, research design, research questions and testable hypotheses, description of the subjects, a description of the human relations treatment class, a description of the instruments used to measure work values, job satisfaction and supervisory interviews, and interpretation of the data.

A discussion of the results of this study is presented in Chapter IV. This chapter presents the results, and a discussion of the results obtained from the administration of the instruments prior to and following the human relations class.

The final chapter, Chapter V, summarizes the study, presents the conclusions drawn from the study, and gives the recommendations made as a result of the study.

CHAPTER II

REVIEW OF LITERATURE

The problem involved with employee adjustment to work has been investigated for several decades by psychologists, sociologists, and personnel administrators (Carroll, 1973). The literature on work, work values, and job satisfaction is diverse; the literature deals with these subjects individually and with the relationships which may exist between them. The literature reviewed in this chapter will address itself to the relationships between work values and job satisfaction, how work values and certain demographic characteristics affect work values and job satisfaction, and the modification of job satisfaction and work values as a result of educational programs.

The literature reviewed was limited to current research rather than to a review of the historical background of employee adjustment to work or specific work situations. The literature reviewed and selected for this study emphasized the psychological aspects and related group problems in relation to job satisfaction and work values.

The literature will be summarized in the following sections: (1) work, (2) work values, (3) job satisfaction, (4) changes in work values and job satisfaction, (5) relationships which may exist between work values and job satisfaction, (6) work values, job satisfaction and certain demographic characteristics, (7) a summary of the literature as it applied to the research in this study.

Work

Work is more than just making a living (Super, 1970). Work is the set of functions to be performed by an employee and the performance of these functions contributes to the production of goods and services (Vroom, 1964). Olmstead (1973) reported that work had two broad contexts, the structure of the work situation and the climate that exists within that situation. Each work situation or organization has a set of activities to be performed. The activities and the way the worker understands the arrangement and the relativity of the activities constitute the formal structure of the work process (Olmstead, 1973). Olmstead (1973) pointed out that the climate of the organization involved the working environment, and that this climate affected the employee behavior. He added that each individual played a role in the network, and that the role created a pattern of behavior which could affect the individual as well as others within the organization.

Davis and Lofcuist (1981) stressed that one's occupation determined, in a large part, one's way of life. They added that occupation is the primary determiner of economic status, social status, self identification, and overall life situation. Gotsch (1979) expressed the feeling that employees spend approximately one third of each day in the work situation, and that the psychology of work should be explored in terms of values and satisfaction. Super (1970) agreed and added that the work situation should be examined for employee values which may affect the worker's performance. Work values should be examined, both for assumptions, explicit and implicit, on which they are based; and on the consequences generated by the behavioral aspects which they inspire (Super, 1970).

Scott (1970) felt that work provided direction, purpose, and status to an individual and that work helped the individual to identify himself with the rest of society.

Work has been different things to different people (Tilgher, 1977), but work has generally been defined in relation to personal and cultural situations (Vroom, 1964). Work was expressed as a curse by the early Greeks and as a pathway to a pious life by the Persian Zarathustrians (Tilgher, 1977). Work today is seen as a means of implementing one's self concept (Super, 1970), as a way of finding a life role (Friedman and Havighurst, 1954), or as a means to other ends (Super, 1970). Super (1957) suggested that employees who were satisfied with their work, and the work environment took pride in producing and performing in the work situation, and were happier both on the job and outside the job. Black (1981) suggested that satisfied employees were more reliable and more productive. Lawler and Hall (1970) stated that job situations were central to the individual and to the individual's self identification. O'Tool (1973) pointed out that a large number of workers suffered from problems associated with work. He added that these problems detracted from physical and mental health.

O'Tool (1973) argued that the workplace held the answer to some of the aspirations and values of workers, and that the workplace should strive to increase opportunities for employee satisfaction. Porter, Crampton, and Smith (1976) found that highly committed employees were willing to exert higher levels of effort on behalf of the organization, and that they accepted for themselves many of the values and goals of the organization.

There was a time when most work was a matter of necessity (Tilgher, 1977). Tilgher (1977) added that questions concerning whether an individual liked or disliked his work, until recently, were of little importance; work was simply a part of life that made voluntary choices outside the workplace possible. Tilgher (1977) further pointed out that, until very recently, life's satisfactions were largely obtained outside the work situation. The work situation was not expected to give an individual satisfaction; work was to provide a living.

Yankelovich (1974) identified four cultural items associated with work: (1) the male breadwinner as a good provider, (2) work as independence, (3) the idea that hard work paid off, and (4) work as a source of self respect and dignity. He challenged these four items, and presented five general cultural trends worldwide which are associated with work: (1) a change in the meaning of job success, (2) fewer fears in terms of economic security, (3) change in the division of labor by the sexes, (4) the psychology of entitlement, where wants become rights, and (5) disillusionment with rationalization and efficiency.

The question of whether a person liked or disliked his job is an important issue and should be considered by the employee himself, the employer, and all people concerned with preparing the individual for work (Yankelovich, 1974). Tilgher (1977) reported that during the last 20 years, especially in North America, organizations spent more money on their human resources than on any other industrial resource; but he added that even with the high expenditure, overall employee productivity declined during the same period. He suggested that work values and job satisfaction were not considered as factors related to work.

To summarize the literature in work as it relates to this study, it appeared that work was considered to be an important element in an individual's life and that the way an individual views the work situation may influence decisions, feelings, and behavior in other areas (Super, 1970). The literature supported the idea that work is in an evolutionary process (Tilgher, 1977; Yankelovich, 1974; Super, 1970; and Vroom, 1964), and that it is important for everyone involved in the work process to understand the evolutionary process (Super, 1970).

Work Values

Although work values may be linked with other attitudes and values concerning an individual's life goals, only values pertaining directly to work will be considered for this study. This review is also limited to research in values of paid occupational employees; research in work values of homemakers and volunteer workers were not considered.

Values are the main dependent variable in the study of culture, society and personality, and the main independent variable in the study of social behavior (Rokeach, 1973). Values are the qualities which are regarded as intrinsically desirable (Webster's Third New International Dictionary, 1976), and as desirable ends or means to ends (English and English, 1958). They are the qualities which people desire, and which people seek in the activities in which they engage, in the situations in which they live, and in the objects which they make or acquire (Super, 1970). Elms (1976) noted that a person's beliefs told what he thought was true and a person's values told what he desired to be true. Thomas and Znaniecki (1980) introduced the term values into the social scientific

literature when they defined values as objective cultural elements of social life, in contrast to attitudes which they saw as the subjective characteristics of the members of a culture.

Elms (1976) pointed out that values were the individual's concept of what was desirable, rather than the desired objects themselves. He felt that a belief did not necessarily imply that a person felt a need to behave in a certain way toward the object of the belief, but a value always involved some behavioral tendencies. He added that individual values can range from the very general and the most highly abstract philosophical or religious concept to the highly specific and mundane.

Much has been written about values by philosophers (Morris, 1956; Rosenberg, 1957), economists (Ginzberg, 1951), psychologists (Darley and Hagenah, 1955; Pokeach, 1968; 1973; Super, 1957; and Vroom, 1964), and by vocational educators (Roethlisberger and Dickson, 1939; Katzell, 1958; Lofquist and Dawis, 1969; and Locke, 1976).

Super (1970) suggested that the value structure of a student is important as an aid in clarifying goals and for determining the psychological appropriateness of training. He added that knowing the values which motivate an individual may help psychologists, educators, and personnel directors to make better decisions concerning the individual.

Pokeach (1973) summarized his research in values with the expressed feeling that values underlie social attitudes. He concluded that values in a society are conceived to be the explanations of the attitudes the people hold and are expressed in the behavior they exhibit. He was referring directly to the American culture, but expressed the feeling that these factors may hold true for other cultures.

Seybolt (1980) discussed a study that used the "Rokeach Value Survey". This study showed that personal goals direct and determine an individual's behavior, and that the goals are determined by and sometimes considered synonymous with the individual's values and value systems. Rokeach (1968) expressed the idea that the strength of certain values, as well as their susceptibility to change, is linked to the relationships between a person, his family, and his cultural heritage. He outlined fourteen principles which describe values: (1) values are enduring, particularly when consistently supported by historical, parental, group, and traditional culture; (2) the more a person is emotionally involved in an issue, the harder it is to convince him to change his values; (3) those persons raised within a particular region and within a particular time period tend to have similar values; (4) differences in values are derived from social strata and ethnic ties; (5) the greater a person's identification with a group or social state, the more clearly the values are defined by the group or social boundaries; (6) people seek stability and harmony of values with their group and organization; (7) the more homogeneous the social environment, the more similar the values; (8) the more important an issue is to a group, the more its members will agree on the value; (9) the more the values are derived from relative deprivation and comparative evaluations, the less changeable they are; (10) values are more susceptible to influence by respected and prestigious members of a group; (11) behavior may be more easily changed than values, and sometimes leads to a change in values; (12) when it comes to morality, values and behavior may be discrepant and the fact that a person affirms a belief in honesty is not a safe predictor that he or she will not cheat or steal;

(13) the greater the social diversity, inconsistency, and conflict, the more likely people are to change values; and, (14) personal values change as a result of significant experiences.

Katzell (1958) suggested that the literature dealt with values and related constructs at two levels, the phenotypic level and the genotypic level. He pointed out that at the phenotypic level, values are thought of in terms of concrete things such as activities and events; such things as income, being a group leader, and having steady employment become the important elements. The phenotypic level could be related to the description given by Super and Crites (1957) who listed values and interests as scientific or theoretical, social welfare, literary, material, systematic, contact, and aesthetic. Rosenberg (1957) elected to identify three major areas of work values: (1) those dealing with people, (2) those dealing with extrinsic rewards, and (3) those related to self expression. Ginzberg (1951) expressed the idea that work was tied to values, and that the three areas of work which reflected these values included those where the employee must deal with associates, those where the employee must deal with supervisors, and those where the employee must deal with himself in terms of his self worth. Katzell (1958) advocated that there may not be a consensus of work value areas, but that it appeared that work values fell into three broad phenotypic categories: (1) values related to the work itself, (2) values related to interpersonal relations, and (3) values related to external conditions and things obtained through work. He added that within each of the categories there were genotypic subheadings which dealt with such things as autonomy, achievement, helpfulness to others, and aesthetic expression.

Unfavorable values may result from lack of knowledge of the expectations as they are understood by the employee. It is important for everyone involved in the work situation to ask why the values of workers toward their conditions become important, and to question what can be done to remove points of irritation and what can be done to improve employee values (Uhrbrock, 1934). Values in the work situation must be examined for assumptions, explicit and implicit on which they are based, and on the consequences generated by the behavioral aspects which they inspire (Vroom, 1964).

Super (1970) stated that it was essential to know what a worker wants from the job. He also stressed that personnel practices should be based upon the factors which satisfy the worker's needs on the job. This was supported by Herzberg and Mausner (1962). However the literature revealed that there was not complete agreement on the role of work values and employee actions (Pallone, Pickard, and Hurley, 1970). Researchers have tried to determine the job attributes associated with alienation and job satisfaction as opposed to those linked with satisfaction (Calbeck, Vaden, Vaden, 1979). Calbeck, Vaden, and Vaden (1979) felt that job satisfaction and work values were related. Martin and Vaden (1978) in their study on job satisfaction and work values for food service personnel in hospitals, reported that work values were important indicators of employee happiness. Super (1970) identified work values as important elements for educators and personnel workers because they may be motivationally relevant to work performance. Avery (1972) and Morrison (1972) expressed fear that the traditional work ethic may diminish, and that the concept of hard work as a virtue and a duty could be less applicable today. Singer and Steffere

(1954) and Friedlander (1966) reported that age, occupational level, and sex were among the variables related to differences in work values of industrial workers.

Uhrbrock (1934) reported that employers must ask and understand what is important to employees. He pointed out that the general values indicated toward an employer may be considered as a blend of many specific attitudes that have resulted from various types of experiences.

Maslow (1954) outlined needs in a hierarchy which ranged from the lowest to the highest needs: (1) physiological needs, (2) safety needs, (3) social needs, (4) needs involving esteem, and (5) the highest and most fulfilling need, self actualization. He postulated that individuals are driven by the need to satisfy these needs, and that once a need level is satisfied the individual moves to the next level; he felt that the lower order needs were ordinarily satisfied in society, but that the upper order needs were rarely fulfilled. Porter and Lawler (1968) found that higher needs could be correlated with job performance.

Porter (1962; 1963) supported the Maslow theory when he found that self actualization and autonomy in work were felt to be the most important aspects of the job, but the least fulfilled in most levels of management employees. Carroll (1973) pointed out that the arguments of Porter (1962) and Dufty (1967) were consistent with Maslow's theory since few employees fulfilled the highest needs and that most employees seemed concerned with the more basic needs. McGregor (1960) suggested that there were inevitably movements both up and down the hierarchy. He further argued that no one stayed in the higher levels of the hierarchy all of the time. He added that it is natural for employees to be striving for higher

things, and not to be completely satisfied because no employee ever achieves self fulfillment.

Although Maslow (1954) did not specifically refer to work values, his theory provided a framework for the study of work values. McGregor (1960), using Maslow's theory, stated that workers tended to have different values and work motivations, depending upon their respective positions in the need hierarchy. He pointed out that an employee would not seek esteem and self satisfaction on the job until his physiological and safety needs were met.

According to Locke (1976) a person who was involved in the job was one who took the job seriously; some values are apparent in the job, and the moods and levels of the workers were significantly affected by the job. Work values are important indicators of job satisfaction for all employees (Gotsch, 1979), and they should be studied for all employees. She emphasized that few studies have been done to establish overall understanding of work values of women. Gotsch (1979) offered three value areas, based on the literature of work for women, and she felt that these areas influenced job satisfaction for women: (1) enabling conditions such as family status and presence of children, (2) facilitating conditions such as education, previous work experience, and local labor market conditions, and (3) precipitating conditions, such as dissatisfaction with present situation, financial and attitudinal motivations for seeking employment. A somewhat related theoretical perspective was offered by Dowdall (1974) who focused on the importance of value variables which influenced labor force participation. She stressed that the importance of work values may differ among various groups of women because some women

are forced into the labor market. Gotsch (1979) felt that it was not enough to examine just work values, but that work values should be examined in relation to structural variables and in relation to overall job satisfaction. She offered the following framework of sources which may be relative to the work values of women: (1) family structural values, (2) investment variables relative to occupational values, for example education, occupational type, and work history, (3) attitude factor values such as approval of maternal employment, satisfaction with the job, work orientations, reasons for working, and (4) work commitment values which are related to the structural interactions of work and satisfaction.

The literature tended to agree that value studies are important for decisions regarding interdependence of the individual and the group and for understanding the nature of existing conflicts and antagonism (Roe, 1956). Kelly (1969) indicated that attitudes and values are associated with behavior and that knowledge of personnel work values bring about the basis for improved organizational behavior.

The literature indicated that there are significant variations in expectations, aspirations, needs, and values among workers (Dublin, 1956). He considered work to be central to the total life interest and that workers preferred to engage in activities in a positive work related context. Several conclusions may be drawn from the review of literature in work values. Scholarly interest in work values has generated a large amount of research during the past decade; however, there are large gaps in the knowledge, questions still unresolved, and many controversies still remain.

Job Satisfaction

Early studies on job satisfaction attempted to determine the general proportions of satisfied and dissatisfied workers (Carroll, 1973). More recently research on job satisfaction tried to establish explanations for job satisfaction (Weissenberg, 1967). Early work on job satisfaction was done by Herzberg (1965) with investigations which focused on the substance of the job. Another direction of research in this area focused on the individual worker, each worker with his own personality, expectations, and needs (Palola and Larson, 1965). They proposed that job satisfaction is a function of the extent that the worker feels his needs are fulfilled by the job.

Early research on job satisfaction centered around the assumption that if the worker was satisfied, then the job must offer all the variables necessary to job satisfaction; Ewen (1966) stated "If the presence of a variable in the work situation led to satisfaction, then the absence would lead to possible dissatisfaction, and vice versa" (p. 544). This theory came to be known as the Ewen Theory or the "Traditional Theory of Job Satisfaction" (Carroll, 1973).

The first studies on job satisfaction were related to salary. Behling, Labovitz, and Kosmo (1968) supported the Ewen Theory, and added that when a worker received an increase in salary, job satisfaction would be increased; and if the salary were cut, the employee would experience dissatisfaction. Wood and Lawler (1970), however, found that overpaid employees produced significantly less than equitably paid employees and they suggested that when an employee was faced with overpayment, he would reduce his output. Hulin and Smith (1967), Graen (1968), and Herzberg,

Mausner, and Snyderman (1959) supported this assumption, and it became known as the "Two Factor Theory" which became a direct challenge to the Ewen and Behling, Labowitz and Kosmo "Traditional Theory" (Carroll, 1973).

Herzberg (1965) viewed the phenomenon of work motivation and its relationship to morale and satisfaction from a different, but supportive perspective to that projected by Maslow. While Maslow (1954) focused on needs, Herzberg (1965) proposed a set of factors which he identified as motivators. He defined motivators as factors inherent in the work situation which are satisfying. He added that when there was an increase in motivators, there must be increased productivity. He listed examples of these motivators as achievement, recognition, the work itself, advancement, growth and responsibility, interpersonal relationships, working conditions, salary, status, security, supervision, and company policy. Lahiri and Srivastva (1967) viewed the theories of Maslow and Herzberg as too general for explaining the complex nature of human behavior as it was involved in employment situations. They argued that the ability to identify and respond to individual differences among employees was the greatest requirement of employers, and that identification with broad theories was not important.

Herzberg, Mausner, and Snyderman (1959) opened a new avenue from which to view job satisfaction. They indicated that job environmental factors act as a prevention of, but not as a cure, for job dissatisfaction problems. They further indicated that improved salary and work atmosphere alone might prevent job dissatisfaction, but only when actual job tasks were stimulating would the worker have positive work satisfaction. Herzberg (1965) later added that environmental factors are not proper

nutrients for psychological growth and "That you can not love an engineer into creativity; the love may make him more comfortable, but it is the challenge of the task that is the means of unleashing his talents" (p. 37).

Critics of Herzberg (Ewen, 1964; Behling, Labovitz, and Kosmo, 1968) faulted his methodology in using the critical incident technique as the instrument for establishing his theories. This technique required the employee to relate a job incident connected to an extremely good time and an incident related to a particular bad time (Herzberg, 1965). Other critics (Graen, 1968; Hilton, 1968; Lahiri and Srivastva, 1967; Weissenberg, 1967; Dunnette, Campbell, and Hakel, 1967) felt that the "Herzberg Theory" was oversimplified, rigid, and did not consider individual differences or employee values.

In their review of 103 studies published during 1966 through 1967 concerning job satisfaction, Pallone, Pickard, and Hurley (1970) found that the research of this period indicated three general ideas: (1) there was insufficient evidence to support Herzberg's hypothesis that job satisfaction was generated by one set of variables, while job dissatisfaction was generated by another qualitatively distinct set; (2) the relationship between job satisfaction and the satisfaction of psychological and social needs remained unclear and needed further study; and, (3) little support was reported for the hypothesis that job satisfaction was related to career change.

Locke (1976) in his analysis of job satisfaction found that: (1) job satisfaction and dissatisfaction were perceived as outcomes of actions; (2) effect of performance on satisfaction was a function of the degree to

which performance led to attainment of an individual's important job values; and (3) satisfaction and dissatisfaction were important incentives to action. Locke (1976) added that performance was a direct result of the employee's specific tasks, which in turn were determined by the employee's values, knowledges, and beliefs in the context of the satisfaction as it was understood by him.

Ewen (1966) drew a parallel between "Maslow's Theory" and applied it to job satisfaction and the Herzberg "Two Factor Theory". Handyside (1961) agreed with the Ewen group and viewed job satisfaction as "a dynamic process of balancing one thing against another, rather than a static process of having a particular level of over all job satisfaction" (p. 228).

Katzell, Barrett, and Parker (1961) outlined job satisfaction and employee performance as the outputs of the working environment and the employee's effort as the input. Wernimont (1966) argued that an employee was hired to do certain things and was promised certain rewards, and that there was a contract on the implicit cognitive level where both strived toward equity. If the equity were not attained, frustration led to dissatisfaction. Hulin and Smith (1967) pointed out that studies on job satisfaction, were important because when an employee became frustrated and dissatisfied he might leave the job; this argument was not consistent with the views of Pallone, Pickard, and Hurley (1970). Katzell (1958) reported that people tended to remain in work situations which they reported as providing satisfaction and to leave work situations which they reported as failing to provide satisfaction. Another problem of employee dissatisfaction was given by Lawler (1967) in that employees who were

dissatisfied with their jobs tended to be absent more, took longer breaks, did more on-the-job wasting of time, and gave an overall poorer quality performance.

Lodahl and Kejner (1965) expressed the view that job satisfaction was directly related to the degree an employee became involved in the job. Turner and Miclette (1962) found that employees who had a feeling of pride in their finished assembly line product were more satisfied with their job than those who did not express this feeling of pride. Butler (1961) found that nonacademic employees at an American university were more satisfied with their job when they received recognition of their function by students. Salinas (1964) found that job satisfaction was directly related to ego satisfiers on the job. Purely psychological challenges were also found to be directly related to job satisfaction; Geist (1963) found that freedom and intellectual stimulation were the two common reasons for satisfaction in an occupation.

Hackman (1969) reported that all employees experienced happy and unhappy moments at work. He added that some of these experiences are of short duration and that some lasted longer periods of time. Black (1981) indicated that when an employee's needs were satisfied, positive feelings within the employees were likely to result. She added that these behaviors took the form of higher productivity levels, less absenteeism, and minimum job turnover rates. Her research among nurses indicated that there were happy and unhappy moments on the job, but when values and needs were identified, and when an attempt was made to meet these needs, employee related problems were reduced.

Brayfield and Rothe (1951) pointed out that business and industry were concerned with the level of job satisfaction among employees. They

tied job satisfaction to job performance. Schwab and Cummings (1970) delineated three dominant points of view in light of this idea: (1) satisfaction led to performance; (2) performance led to satisfaction; and, (3) the relationship was moderated by a number of variables based upon the needs of the employee. Reitz (1977) stated that there was empirical support for these three points, and that under certain conditions, performance led to satisfaction. Hopkins, and Vaden (1979) found that performance was related to individual perceptual outcomes, such as job satisfaction. Their study with hospital food service employees indicated that employees may be dependent upon the climate within the work environment, that various segments of industry may attract different types of workers, and that it may be possible to identify work types by values.

Slocum and Misshauk (1970) examined the relationship among environmental factors, job satisfaction, and productivity. Their findings showed that the employee job satisfaction and productivity were positively related to satisfaction with supervisors, the company, and management; and there was a positive correlation between job satisfaction and job productivity. They agreed that the employee values were the major source of defining these factors. Slocum and Misshauk (1970) reported various investigations which employed constructs and variables which indicated the function of values in relationship to job satisfaction.

Handyside and Speak (1964) questioned whether general life satisfaction was the cause of job satisfaction or whether job satisfaction was related specifically to work and not to a general adjustment to life. In another study Handyside (1961) concluded that a measure of job satisfaction was not just a measure of overall satisfaction with life.

Thorpe and Campbell (1965) reported that there was a complex interaction between job satisfaction and certain independent variables, for example Off-the-job activities. However Graham (1966) concluded that there was a close relationship between job satisfaction and over-all general satisfaction and happiness in life. Svetlik, Prien, and Barrett (1965, p. 322) supported Graham, and reported that "The employee's general morale was colored by his environment or perhaps his personal characteristics in terms of his needs and expectations rather than his perception of the job." Hinrichs and Mischkind (1967) concluded that all of the above points were important in job satisfaction, but concluded that job satisfaction was an expression of culture.

In reviewing the literature in job satisfaction, it was apparent that there were two broad categories of determinants identified, those that were external to the worker and those that were internal to the worker. Controversy among investigators surrounded the relative importance of various occupational attributes and experiences. Researchers in job satisfaction presented different theories concerning what influenced job satisfaction. Locke (1976) summarized these when he divided the theories into three "schools of thought." (1) the "Physical-Economic School" of the 1920's which emphasized the importance of physical work conditions and pay; (2) the "Human Relations School" of the 1930's which emphasized the social functions of the work group and good supervisory relations; and (3) the "Work Itself School" of more recent years which emphasized interest and challenge of work. Herzberg (1959) argued that only motivators, or the intrinsic features of work inherent in work experience, generated job satisfaction, and this was considered by many (Carroll, 1973) to be yet

another school in the debate. Fein (1976) added another theory in that intrinsic features of work may be important sources of job satisfaction and agreed with Gurin, Veroff, and Feld (1960) that ego related factors such as interest, variety, responsibility, and competence were factors of job satisfaction.

There was support for the Kohn and Schooler (1973) theory which outlined autonomy and job scope as the elements of job satisfaction. Shepard (1973) and Stone (1976) supported this theory as did Tannenbaum, Kavcic, Rosen, Vianello, and Wieser (1974). In their major study of job satisfaction in five different countries, it was revealed that in all but one country, the strongest factor related to job satisfaction was the range of opportunities provided by work. These opportunities included the provisions for the employee to use his own ideas, to learn new things, and to plan his own work pace. Kohn and Schooler (1972), Seashore and Taber (1975), and Locke (1976) supported the significance of intrinsic work features as major factors in job satisfaction. Even though the "Herzberg Theory" (1959) was not fully confirmed; there was evidence that other extrinsic factors may be important in influencing the job satisfaction of the workers.

The literature in job satisfaction tended to stress the importance of intrinsic and extrinsic factors of the job as sources of satisfaction and dissatisfaction; however, researchers in this field also examined the organizational climate, size of organization, job characteristics, and social characteristics as influencing factors in determining job satisfaction. Work values, employee interests, abilities, and personality were also considered as important factors affecting job satisfaction.

In summary, the literature supported the thought that job satisfaction may be related to a worker's general satisfaction, and that the level of the job satisfaction may serve as an indicator of how the employee viewed the job as a means of satisfying needs and values. The literature did not offer concise and uniform factors on how job satisfaction or job dissatisfaction were derived or exactly what may or may not influence levels of job satisfaction. The literature supported the idea that job satisfaction may fluctuate, and that the factors which influenced job satisfaction may be intrinsic or extrinsic. It was the general feeling of researchers on job satisfaction that more study was needed in this complex field.

Relationships between Work Values and Job Satisfaction

Calbeck, Vaden, and Vaden (1979) reported that studies have attempted to determine the job attributes associated with alienation and job dissatisfaction as opposed to those linked with satisfaction. Work values were found to act as mediators between work content and job satisfaction by Walton (1972). Friedlander (1966) reported that work values of blue collar workers in America placed greater emphasis on work content than on other aspects of the job such as environment and employee benefits. Friedlander (1966) felt that values were the main factors in determining an employee's job outlook. He expressed the opinion that these findings were important factors, and that such studies must be completed with other areas of employment.

Schaffer (1963), Katzell (1958), Adams (1965) Lofquist and Dawis (1969), and Locke (1976) advocated that job satisfaction was an outcome of

needs or values in terms of what was experienced, rather than only what was involved in the working situation. According to Schaffer (1963) the amount of dissatisfaction generated on the job was determined by the strength of the individual's values and to the extent to which the individual could perceive and use opportunities in the work situation to satisfy those values. Adams (1965) pointed out that the importance of the process of making social comparisons in determining job satisfaction was directly related to the values an individual held. Katzell (1958) regarded job satisfaction or dissatisfaction as resulting from the discrepancy between the amount of a stimulus experienced and how that stimulus was valued. Value, according to Katzell (1958) is the magnitude of a stimulus which evokes pleasurable effects. Similarly, Locke (1976) felt that job satisfaction resulted from the preception that the job fulfilled the individual's job values. He distinguished between needs, or objective requirements for survival and well being, and values as those things consciously or subconsciously desired, wanted, or sought. Smith, Kendall, and Hulin (1969) argued that when an employee's value expectations were not met, dissatisfaction was the result.

Smith, Kendall, and Hulin (1969) viewed job satisfaction as resulting from the perception of the difference between what is expected and what is experienced. They listed the most common job values as those which involved pay, promotions, recognition, working conditions, supervision, co-workers, and company policies. Ronan (1970) found that there was little relationship between job satisfaction and employee behavior, and where a relationship did exist, the link was related to supervision. Wild and Kempner (1972) found that overall dissatisfaction with the job was

reported by 21% of British female employees in an electronics firm and 36% of the total employees of the same firm. Using "Maslow's Theory" (1954), the subjects in this study placed financial needs first and personal and social needs second.

Palola and Larson (1965) proposed that job satisfaction was a function of the extent to which an employee felt his needs were fulfilled by his job. Evidence pointed to factors of individual characteristics such as the difference in personality, motivation, and expectation as influencing job satisfaction (Larsen and Owens, 1965; Glick, 1964). Glick (1964) added that these could be directly motivated by values.

The fact that workers differ in values and needs brought to the job was demonstrated by researchers in job satisfaction (Maslow, 1954; Mortimer and Lorence, 1979; Pennings, 1970; and Russell, 1975). The question the literature appeared not to answer was the level of importance of these differences to job satisfaction (Carroll, 1973). Russell (1975) indicated that work value orientations influenced the perception of job features and caused job satisfaction or job dissatisfaction. There was support for the position that there are differences among workers in the extent to which the same job features contributed to satisfaction (Voydanoff, 1978; Beynon and Blackburn, 1972). Hackman and Lawler (1971) found that the association between worker experiences and job satisfaction increased when worker values were taken into account. Other studies reported some increase in job satisfaction when worker values were taken into account; however in some cases, the increase was small (Kalleberg, 1977; Pritchard and Peters, 1974; Seybolt, 1976). Other investigations provided no evidence that occupational values modified or reversed the

relationship between work in one instance and job satisfaction and work attitudes in another (Kohn and Schooler, 1973; Stone, 1976; Hall, 1975).

The literature reviewed for this study indicated that job satisfaction and work values may be related (Maslow, 1954; Roe, 1956; Locke, 1976; Schaffer, 1953; Katzell, 1958; and Dawis, 1981). Research in job satisfaction and work values emphasized the importance of values as indicators of job satisfaction. The literature reviewed did not discredit work values as factors in job satisfaction. There were some investigators who felt that work values and job satisfaction had little connection (Kallenberg, 1977; Pritchard and Peters, 1974; and Seybolt, 1976); but the literature supported the fact that job satisfaction is related to: (1) the intrinsic features of work tasks (Lawler and Hall, 1970; Hall, Schneider and Nygren, 1970; Ritzer and Trice, 1969; Schneider, Hall and Nygren, 1971), (2) autonomy and self direction at work (Patchen, 1970; Kohn and Schooler, 1973; and Shepard, 1973), (3) participation in decision making (Patchen, 1970; Kohn and Schooler, 1973; and Siegel and Ruh, 1973), and (4) satisfying social relationships (Becker and Carper, 1956; and Patchen, 1970). When one or more of these factors were neglected, job dissatisfaction occurred (Olesen and Katsuranis, 1978). These items may or may not be manifested (Olesen and Katsuranis, 1978), and may or may not be directly related to work values (Carroll, 1973).

Demographic Factors

The primary emphasis of recent research on job satisfaction and work values have attempted to explain these two factors in terms of basic psychological theories (Carroll, 1973). In the establishment of the theories, certain demographic factors were explored. Carroll (1973)

expressed the idea that certain demographic factors may be important elements in job satisfaction and should be considered in job satisfaction research. The literature reviewed in this section is limited to selected demographic characteristics which are inherent in this study.

Marital Status

It was generally found that married workers were more satisfied with their job than unmarried workers (Rachman and Kemp, 1964; Form and Geschwender, 1962).

Sex

The male/female differential in job satisfaction has many unresolved aspects (Carroll, 1973). Beer (1964) noted that job satisfaction tended to be low in organizations with high percentages of male employees. Rachman and Kemp (1964) found that female employees were generally more satisfied with their jobs than were male employees. However, a study done by Hulin and Smith (1967) found female employees to be less satisfied with their jobs than male employees. Miller and Muthard (1965) supported Hulin and Smith (1967). Ivancevich and Donnelly (1968) argued that the controversy in this area could be linked to the different treatment of women and men with identical credentials by different organizations. Wright and Hamilton (1978) found that female workers placed greater importance than males on interpersonal relationships at work and on other factors such as hours of work and time needed for travel to and from work.

Age

The literature tended to support the thesis that older people were more satisfied with their jobs (Carroll, 1973). She reported that in seventeen out of twenty three studies done before 1960 on age and job satisfaction, a U-shaped curve emerged. This she attributed to the fact that people begin work at high levels of satisfaction, become increasingly dissatisfied throughout the next years, and after hitting a low, became increasingly more satisfied again. This theory was supported by Ivancevich and Donnelly (1968), but rejected by Hulin and Smith (1967). Saleh and Otis (1964) found that job satisfaction increased with age up until the pre-retirement period when it declined. Form and Geschwender (1962) offered the theory that as a worker grew older he began to accept his life as it was and adjusted his feelings accordingly. Occupational values were found to be related to age in a study done by Gurin (1960). Kohn and Schooler (1973) showed that the value differences were related to job satisfaction, and that they contributed to age differences.

Length of Time on the Job

The literature supported the idea that job satisfaction increased with tenure within an organization. Rachman and Kemp (1964) found that the happy employees in a company were those who had been with the company for the longer periods of time. Alderfer (1967) found that increased seniority played a significant role in job satisfaction. Carroll (1973) theorized that job satisfaction increased with tenure because "The longer the worker has been on the job, the more he knows what to expect and the better his equilibrium adjustment can be made" (p. 11). Monie (1967) gave a variation to this theory in his study which indicated that with short

service there was a high level of satisfaction; then there was a sudden decline at the end of the first year of service, and a sharp return during the second year; thereafter, there is a gradual flattening out of the level of satisfaction.

Salary

Beer (1964) and Form and Geschwender (1962) argued that a person with a high salary would be more satisfied than a person with a low salary. Redefferr (1964) felt that although salary was an important factor in job satisfaction, other factors such as personnel policies and practices may play a far more important role in determining job satisfaction. Peres (1967) found that work dissatisfaction was much more important than salary dissatisfaction in terms of workers' decisions to leave their jobs. Ivancevich and Donnelly (1968) found that salaries became important factors on job satisfaction when the salary structure was not equitable among employees. In other cases, however, he found no relationships between salary and job satisfaction.

Job Level

The research on job satisfaction consistently showed that the level of a worker's job within the hierarchy of an organization held a strong relationship to the degree of job satisfaction (Carroll, 1973). Vroom (1964) pointed out, however, that job levels may be tied to increased salary, freedom, more say in decisions, and less physical effort, and that these factors may be more important than the actual job level. A slightly different slant was given to this theory by Porter (1963) in his study with managers within a horizontal line of authority and managers within a vertical line of authority. He found that horizontal line authority

situation managers were more satisfied than those in a vertical line situation.

Cultural Differences

There was little research in the area of cultural characteristics as they may relate to work values and job satisfaction. Graham (1966) reported that community and family pressures may affect attitudes toward work, and Katzell, Barrett and Parker (1958) reported that the differences in the fulfillment of employee needs and expectations could be determined in different cultural situations. Blood and Hulin (1967) found that rural workers were more satisfied with their jobs than urban workers, and Shapiro (1977) reported that American blacks were more extrinsically oriented than American whites, even when socioeconomic differences were taken into account. Two computer researches in job satisfaction and work values revealed that there were no published research in job satisfaction or work values among Bahraini women, Arab women, or medical secretaries.

Education

Seybolt (1976) found that education raises worker expectations and that rewards of a greater magnitude were required to satisfy the more highly educated employee. Tannenbaum (1974) reported that increased education had a negative effect on job satisfaction. Quinn, Stains, and McCullough (1974) found low job satisfaction among employees who had attended college, but who did not graduate.

In summary, the literature supported the fact that certain demographic factors may be important elements in determining job satisfaction and work values. Carroll (1973) argued that the relationship between demographic factors as they relate to job satisfaction and work

values need further research. She added that with recent research, few conclusions could be drawn concerning the importance of demographic factors and job satisfaction and work values.

Work Values and Job Satisfaction Change

Super (1970) identified work values as being important as elements of change. Avery (1972) and Morrison (1972) identified work values and job satisfaction levels as a means of assessing work ethics, and added they could be indicators of needed change. Kelly (1969) argued that attitudes are associated with certain behavior and that knowledge of the basis of the behavior may bring about the basis for improved organizational behavior. He outlined the relationships between values, roles, and behavior as changeable elements.

A review of the literature in vocational education revealed the use of job satisfaction and work values as evaluation criteria in education programs (Berkey, 1974; Felstehausen and Howell, 1971; Lucas, 1975; and Smith, 1971). In addition, studies indicated that job satisfaction and its relationships to values should be studied in order to help students fit into the world of work (Kazanas, 1978; Kazanas and Gregor, 1977; Kutie, 1978; Mietus, 1978; and Todd, 1972). Kazanas (1978) found positive relationship for the meaning of work, value of work, job satisfaction, and job productivity in an investigation involving vocational education graduates. His study pointed out that vocational graduates who perceived work as having intrinsic value may be more satisfied with work and may be more productive on the job. Kazanas and Gregor (1977) concluded that vocational educators should be concerned with student work values because these values may be changeable.

Dawis and Lofquist (1981) suggested that in order to promote job satisfaction in a specific vocational program, it is necessary to determine the reinforcement system that operates in the actual work environment. They added that as the objectives in skill training were developed, skills that would meet the value requirements of the occupation should also be considered. They added that physical conditions alone were not enough and that values should be considered as part of the overall training or re-training program. They further added that the most important characteristics in the prediction of the individual job satisfaction may be needs and values, and that the needs and values were subject to change. Based upon these theories, they argued that meeting the values (or changing values) of an individual in a training situation would not require major revamping of existing vocational curricula, but that value alteration in order to promote job satisfaction could be built into the total vocational training or re-training program. They added that the training setting should be similar to the target work environment in regard to work satisfaction and that values and needs should be a part of the total work environmental simulation.

In summary, the literature indicated that educational programs were successful in changing work values and job satisfaction in some cases (Dawis and Lofquist, 1981; Kazanas, 1978; Kelly, 1969), and unsuccessful in other cases (Allen, 1967; Locke and Bryan, 1967). Carroll (1973) concluded that the entire picture of job satisfaction is so complex and "intricately interdependent that further research is necessary before industry can substantially and systematically influence the attitudes of its employees" (p. 20).

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Summary and Synthesis of Literature

In the review of the literature for this study, an attempt was made to describe the current direction of investigation in the areas of job satisfaction and work values, and how these factors may be related to certain demographic factors and educational programs for change.

Several conclusions may be drawn from this review: (1) there was a great deal of interest in job satisfaction and work values and this interest has generated a significant amount of research, but (2) even with the large amount of research in the field, there are still many important questions which remain unanswered.

The research demonstrated that job satisfaction and work values may be responsive to a wide range of environmental and individual differences (Carroll, 1973). The research indicated that job satisfaction may be dependent upon needs (Maslow, 1954), values (Rokeach, 1968), salary (Redeffer, 1964; Peres, 1967; Ivancevich and Donnelly, 1968; Beer, 1964; Form and Geschwender, 1962; Rachman and Kemp, 1964), age (Ivancevich and Donnelly, 1968; Saleh and Otis, 1964; Beer, 1964), education (Seybolt, 1976; Tannenbaum, 1974), length of time on the job (Rachman and Kemp, 1964; Alderfer, 1969; Monie, 1967), sex of the worker (Beer, 1964; Rachman and Kemp, 1964; and Wright and Hamilton, 1978), marital status (Rachman and Kemp, 1964; Form and Geshwender, 1962), job level (Vroom, 1964; Porter, 1963), and culture (Graham, 1966; Katzell, Barrett and Parke, 1958; Blood and Hulin, 1961; Shapiro, 1977).

Carroll (1973) reported that each approach to job satisfaction research led to its own conclusion, but that with additional research it

may be possible to obtain better answers. The literature supported the idea that occupations may determine the individual's economic status, social status, self identify, and overall life satisfaction (Dawis and Lofquist, 1981). They added that satisfaction could improve the accuracy of skills and tasks required in a job. They further advocated that training for competency should not be the only goal for education, but that job satisfaction, based upon values, should be a part of the total training program.

Seybolt (1980) considered three major factors to be important in the work environment in relationship to job satisfaction and work values: (1) the job itself, (2) interaction patterns in the organization, and (3) the organizational policies. The research reviewed for this study indicated that an individual's work and the kinds of interactions experienced at work had a strong impact on the various kinds of satisfaction that was derived from work (Seybolt, 1980).

The literature suggested that educational institutions and companies should be aware of work values as they relate to job satisfaction, and that they should outline studies to clarify their relationships (Carroll, 1973). She added that the relationship between work values and job satisfaction should be one of the starting points of research in employee satisfaction and dissatisfaction.

A clear indication as to the effectiveness of education programs on the change of work values or as a means of increasing job satisfaction was not clearly presented in the literature. Some education programs were successful and some were unsuccessful. Carroll (1973) noted that the

success of educational programs and company changes were dependent upon the evolution of a more definitive and encompassing model of job satisfaction and work values.

CHAPTER III

METHODOLOGY

The review of the literature in Chapter II indicated that there have been no specific studies of the relationship between work values and job satisfaction for female Bahraini medical secretaries. The literature indicated that work values and job satisfaction are important considerations for employees, employers, and educators; especially for educators involved in vocational training where students are trained for specific fields of work.

This study examined the influence of a 16 week human relations class on work satisfaction and job satisfaction levels of 26 female Bahraini students in the part-time Medical Secretary Program at the College of Health Sciences, State of Bahrain. The value categories of material values, goodness of life values, self expression values and behavior control values were examined prior to and following the human relations class. This study also examined job satisfaction levels prior to and following the human relations treatment class. In addition to these aspects, the study examined relationships which may exist between measured work value categories and levels of job satisfaction prior to and after the treatment. Relationships among selected demographic backgrounds of the subjects, as they related to work values and job satisfaction, were examined both prior to and following the treatment. This study also

examined the influence of the human relations class as an element of change on the problems which were identified by the supervisors. Covered in this chapter are: (1) the conceptual framework for the study, (2) the research design for the study, (3) the research questions and hypotheses, (4) a description of the subjects, (5) a description of the treatment, (6) the statistical procedures for data analysis.

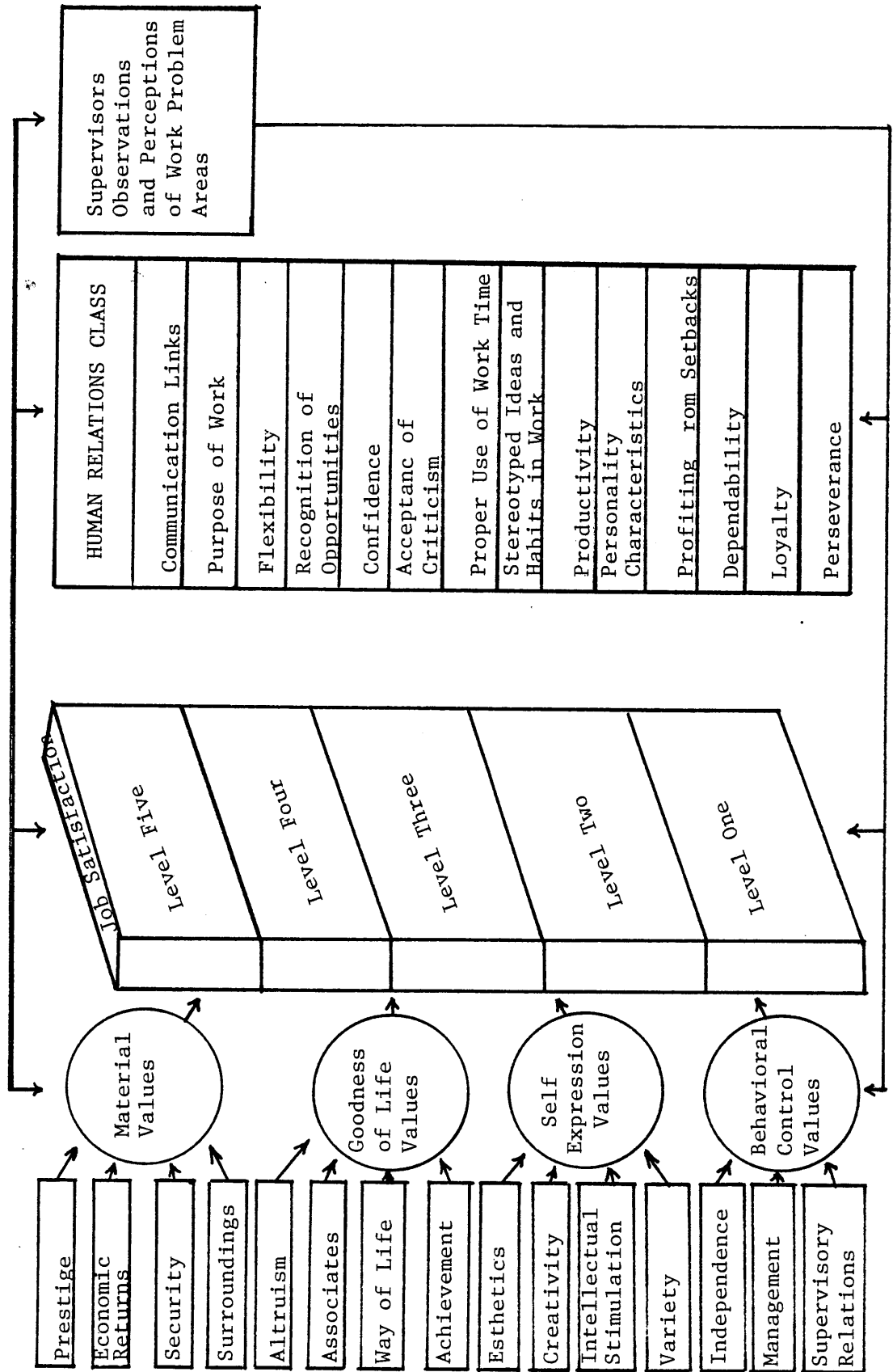
Conceptual Framework for the Study

The work values and level of work satisfaction are important considerations for the health agencies that employ medical secretaries; for the College of Health Sciences which trains medical secretaries for Bahrain; and for the future students in the Medical Secretary Program who will later become employees of the Ministry of Health, State of Bahrain.

The literature supported the statement that one's work tended to determine one's way of life. In order to influence satisfaction in a specific vocational training program, it is necessary to determine the reinforcement system that operates in the actual work situation, and then to simulate that system in the training place. Once the reinforcement system has been identified, the training environment should be examined to determine the degree of congruency. The favorable or unfavorable feelings that a worker expresses are based upon his work values. Kelly (1969) indicated that values and feelings about a work situation are associated with behavior and that knowledge of personnel work values indicated areas where values may be altered.

A graphic model is presented to show the conceptual relationships involved in this study. This model (Figure 1) shows the relationships that may exist between certain selected work value categories and job

FIGURE 1
CONCEPTUAL FRAMEWORK FOR THE STUDY



satisfaction, and how job satisfaction and work values may be altered by planned reinforcers of positive work values.

The outer circles indicate selected work values grouped into four value categories which may affect how an individual feels about the work situation. Based upon these value categories, the individual is able to verbally offer a statement regarding his work situation. The subjects agree, are undecided, disagree or strongly disagree to statements concerning the work situation. The responses varied from "I enjoy my work more than my leisure time" to "I definitely dislike my work" (Brayfield and Rothe, 1951).

The literature indicated that work values may be subject to change. In an educational setting, this change may come about through carefully constructed modules in a human relations class. The class in human relations in this study (Appendix C - "Outline of the Human Relations Class") was developed specifically for the part-time medical secretary students. The class was developed as a means of helping the students overcome the problems identified by the supervisors, to foster positive work values, and to offer ways to help the students find satisfaction on the job. The class was developed by the Coordinator of the Medical Secretary Program and one of the social and behavioral science teachers at the College of Health Sciences. The human relations class covered such topics as getting along with others on the job, understanding one's self and trying to understand others, understanding basic job needs, communication on the job, understanding one's attitudes toward work, learning to accept criticism, learning to use both work and leisure time effectively, productivity on the job, recognition of opportunities on the

job and possible ways to take advantage of them, and stereotyped ideas of work. The topics and procedure for the class were approved by the Faculty Committee of the College of Health Sciences after consultation with the Coordinator of the Medical Secretary Program, teachers from the Social and Behavioral Sciences Department, and supervisory staff from the hospitals and health centers. Following the instruction period, each student was required to write a research paper on finding solutions to problems in the medical secretary positions (Appendix D - "Final Problems").

Variables

This study investigated the factors (dependent variables) basically associated with work values and job satisfaction before and after the human relations treatment class. The principal dependent variable was the change or lack of change which occurred as a result of the treatment, and the factors of job satisfaction and work values were measured prior to and following the treatment. In the process of covering knowledge concerning the aspects of work, a set of ancillary independent variables of selected demographic factors were considered in the design of the study. Because of the homogeneity of the subjects in this study, only the demographic factors of age, number of months with the Bahrain Ministry of Health, and the Bahrain Ministry of Health grade were considered.

Research Design for the Study

The Work values and job satisfaction levels may be changed through well-planned education programs (Dawis and Lofquist, 1981). A human relation class was designed as a treatment change. The design for this study involved the one group, pretest/posttest design with measurements prior to and following the treatment. Administratively and educationally,

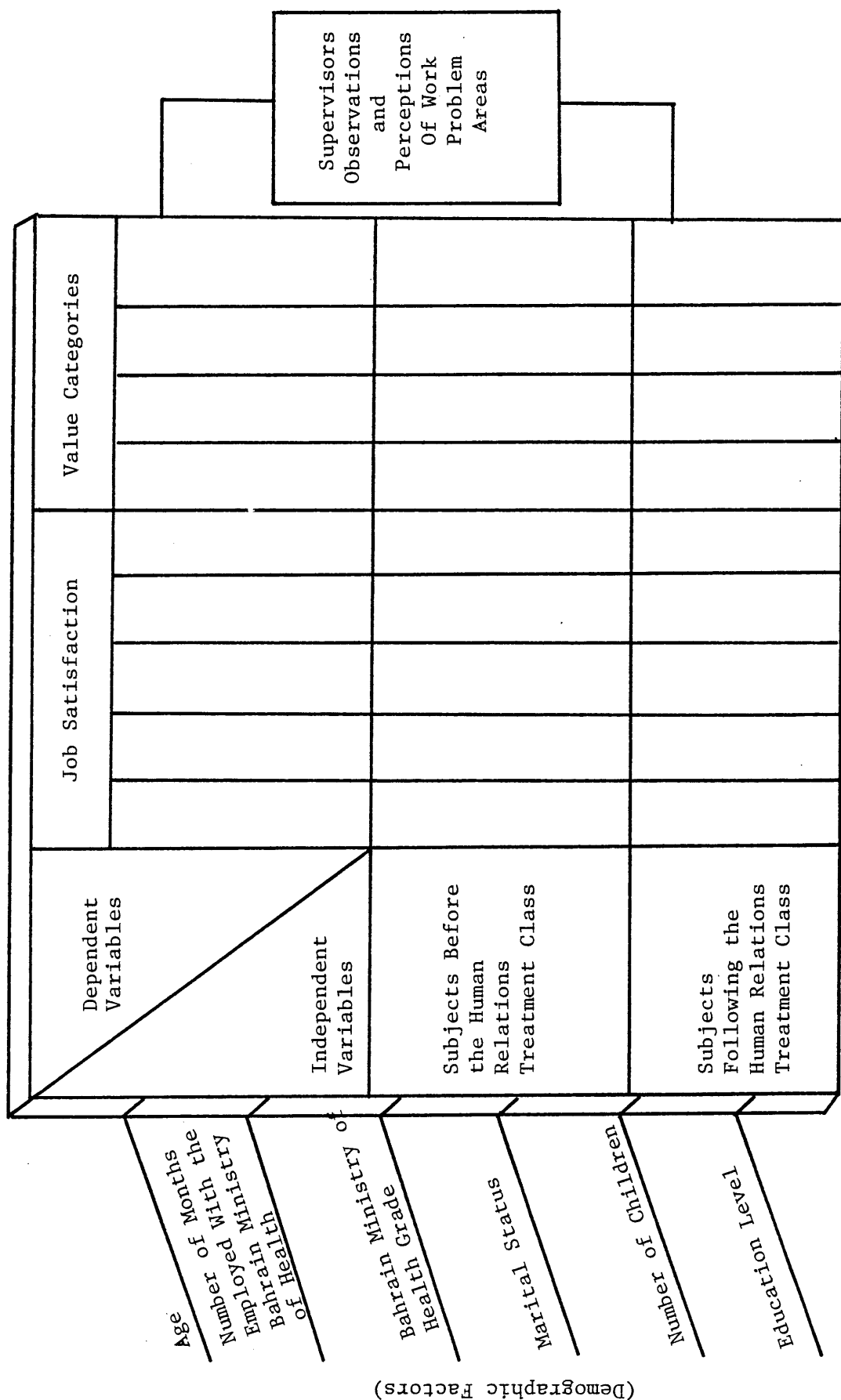
the College of Health Sciences needed to maintain the part time students in the Medical Secretary Program as a single group; to divide them into a treatment and a control-nontreatment group would have placed additional loads on the faculty during following semesters. New groups begin the part time program during the Fall semester. On October 10, 1982, Super's (1970) "Work Values Inventory" and Brayfield's and Rothe's (1951) "Job Questionnaire" were administered to the 26 subjects. The "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951) were selected for this study because of their clearness and directness of the questions, their eas of administration and scoring, their adaptability to the culture of Bahrain, in that the content of the questions corresponded to the items that were to be tested, and the items of these instruments could be easily translated into Arabic. These instruments are professionally recognized with respectable reliability and validity data.

The research design (Figure 2) was developed to determine: (1) whether a relationship existed between work values and job satisfaction, (2) whether work values and job satisfaction levels could be altered in a positive direction by a human relations treatment class; and (3) if certain demographic factors (age, number of months with the Bahrain Ministry of Health, and Bahrain Ministry of Health grade) had a relationship to work values and work satisfaction.

Research Questions and Testable Hypotheses

For this study, the following specific research questions (RQ) were investigated and null hypotheses (H) were tested.

FIGURE 2
RESEARCH DESIGN FOR THE STUDY



RQ : Will the treatment of a sixteen week human relations training class
 A have a positive effect on material values, goodness of life values, self expression values, and behavioral control values?

H : There are no significant differences with respect to
 A-1 material values, goodness of life values, self expression values, or behavioral control values prior to or following the treatment.

RQ : Will the treatment of a sixteen week human relations training class
 B have a positive affect on the level of job satisfaction?

H : There are no significant differences with respect to
 B-1 job satisfaction level prior to or following the human relations treatment.

RQ : Are there relationships between work value categories of material
 C values, goodness of life values, self expression values, behavior values, and level of job satisfaction for the part time medical secretary students prior to and after the treatment?

H : There are no significant correlations with respect to
 C-1 material values and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
 C-2 goodness of life values and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
 C-3 self expression values and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
 C-4 behavioral control values and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
 C-5 material values and job satisfaction level following the treatment.

H : There are no significant correlations with respect to
 C-6 goodness of life values and job satisfaction level following the treatment.

H : There are no significant correlations with respect to
 C-7 self expression values and job satisfaction level following the treatment.

H : There are no significant correlations with respect to
 C-8 behavioral control values and job satisfaction level following the treatment.

RQ : Will the treatment alter the relationship of age, number of
D months employed, and grade.

H : There are no significant correlations with respect to
D-1 age and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
D-2 number of months employed and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
D-3 grade and job satisfaction level prior to the treatment.

H : There are no significant correlations with respect to
D-4 age and job satisfaction level following the treatment.

H : There are no significant correlations with respect to
D-5 number of months employed and job satisfaction level following the treatment.

H : There are no significant correlations with respect to
D-6 grade and job satisfaction level following the treatment.

RQ : Will the treatment alter the relationship of the demographic factors
E of age, number of months employed, and grade have an influence on the work values of material values, goodness of life values, self expression values or behavioral control values prior to or following the treatment?

H : There are no significant correlations with respect to
E-1 age and material values prior to the treatment.

H : ...goodness of life values...
E-2

H : ...self expression values...
E-3

H : ...behavioral control values...
E-4

H : There are no significant correlations with respect to
E-5 number of months employed and material values prior to the treatment

H : ...goodness of life values...

E-6

H : ...self expression values...

E-7

H : ...behavioral control values...

E-8

H : There are no significant correlations with respect to
E-9 grade and material values prior to the treatment.

H : ...goodness of life values...

E-10

H : ...self expression values...

E-11

H : ...behavioral control values...

E-12

H : There are no significant correlations with respect to
E-13 age and material values following the treatment.

H : ...goodness of life values...

E-14

H : ...self expression values...

E-15

H : ...behavioral control values...

E-16

H : There are no significant correlations with respect to
E-17 number of months employed and material values follow-
the treatment.

H : ...goodness of life values...

E-18

H : ...self expression values...

E-19

H : ...behavioral control values...

E-20

H : There are no significant correlations with respect to
E-21 grade and material values following the treatment.

H : ...goodness of life values...

E-22

H : ...self expression values...

E-23

H : ...behavioral control values...

E-24

Description of the Subjects

The Medical Secretary Program at the College of Health Sciences began in October, 1981. It was developed at the request of the Bahrain Ministry of Health and the Bahrain Civil Service Bureau. The primary goal of the Program is to equip Bahraini nationals with the skills and knowledge needed to meet the Bahrain Ministry of Health job description for the medical secretary. The subjects in this study were all Bahraini nationals, born of native-born Bahraini parents, and educated entirely in Bahrain. The educational levels of the subjects upon entry to the program ranged from the completion of intermediate school to the completion of classes at Gulf Polytechnic, Bahrain, which is a technical training, diploma granting institution of higher education. One student had a diploma from Gulf Polytechnic; none of the other students had degrees or diplomas higher than the secondary level (Appendix G - "Demographic Information Sheet").

The medical records for the Bahrain Ministry of Health are presently, or soon will be, all in the English language. Within the next five years, the Bahrain Ministry of Health will initiate a Ministry of Health computerized information system. This system will link all of the health agencies of Bahrain to one information center, with English as the system's language. The medical secretaries will become part of the information system. The students in the Medical Secretary Program are bilingual in English and Arabic. The students are accepted into the program on the basis of an English examination.

The selected demographic factors were tabulated for the 26 subjects and are displayed in Table 1 by the letters A through Z. The subjects

TABLE 1

DEMOGRAPHIC FACTORS OF AGE, NUMBER OF MONTHS WITH THE MINISTRY OF HEALTH,
GRADE, MARITAL STATUS, NUMBER OF CHILDREN,
EDUCATION LEVEL COMPLETED

Subject	Age	Months With Ministry of Health	Grade At Ministry of Health	Marital Status*	Number of Children	Education Level Completed*
A	42	237	6	M	3	I
B	27	99	4	S	0	S
C	21	52	5	S	0	S
D	22	45	5	S	0	S
E	25	34	4	M	0	S
F	19	12	4	S	0	S
G	19	12	4	S	0	S
H	20	48	4	S	0	S
I	23	54	4	S	0	S
J	23	20	5	S	0	D
K	22	12	4	S	0	S
L	26	89	4	S	0	S
M	22	55	5	S	0	S
N	23	48	5	S	0	S
O	22	52	4	S	0	S
P	24	63	5	M	1	S
Q	23	60	4	S	0	S
R	23	63	5	M	1	S
S	22	52	4	S	0	S
T	22	54	4	S	0	S
U	25	76	4	S	0	S
V	25	12	4	S	0	S
W	24	71	5	S	0	S
X	22	36	5	S	0	S
Y	23	36	5	S	0	S
Z	22	78	5	S	0	S
Means	23.5	56.5	4.5	M = 15% S = 85%	0 = 88% 1 = 08% 2 = 00% 3 = 04%	I = 04% S = 82% D = 04%

*M=Married; S=Single; I=Intermediate School; S=Secondary School; D=Diploma from Gulf Polytechnic

ranged in age from 19 years to 42 years with the average age being 23.5 years (Table 1). The ages of the subjects were unevenly distributed over the range, with the greatest number falling into the 19-26 range (Figure 3). A high degree of homogeneity existed among the subjects with respect to age.

The number of months the subjects had worked with the Bahrain Ministry of Health ranged from 12 to 237 months with an average of 56.5 months (Table 1). The length of employment with the Bahrain Ministry of Health was widely distributed, with the majority of the subjects having been with the Ministry for 48-59 months (Figure 4). One subject had been with the Ministry for 237 months (Table 1; Figure 4).

The subjects were at the Bahrain Ministry of Health grades four, five, and six, with the average grade being 4.5 (Table 1; Figure 5). The subjects were at the lower grades of the Ministry of Health grades which range from one to thirteen. Only one of the subjects held the grade of six, which is the grade for a fully trained medical secretary. This subject had been with the Ministry for 237 months (Table 1; Figure 5).

At the time of this study four of the subjects were married (Table 1). Three of the subjects had children, with one subject having three children and two subjects with one child each (Table 1). All of the subjects except one had completed the secondary school level, and one student had completed the diploma requirements for the Bahrain Gulf Polytechnic (Table 1).

FIGURE 3

DISTRIBUTION OF AGE OF THE SUBJECTS, DIVIDED INTO THE FOLLOWING GROUPS:
19-22 YEARS; 23-26 YEARS; 27-30 YEARS; OVER 31 YEARS

SUBJECTS

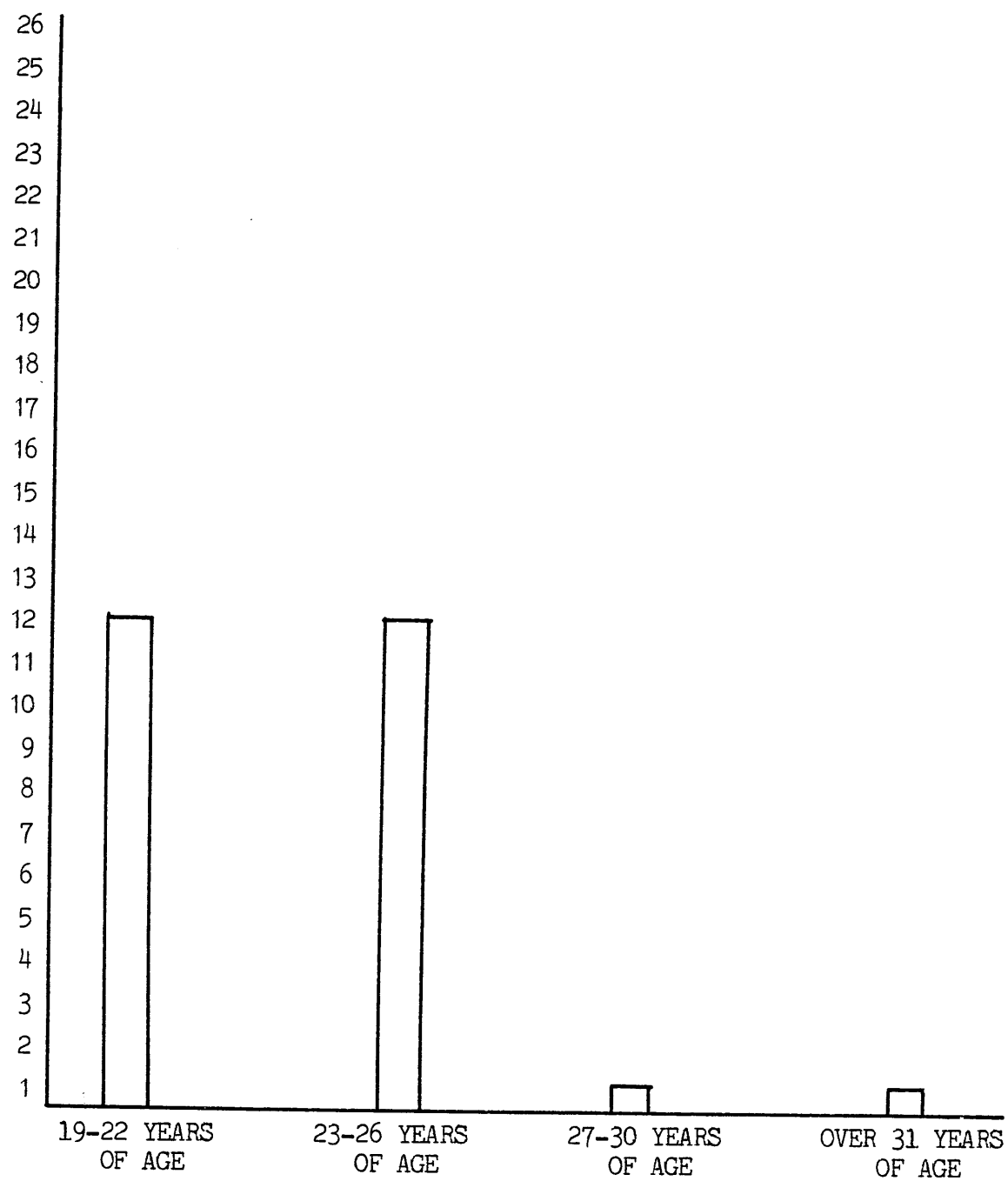


FIGURE 4
DISTRIBUTION OF SUBJECTS BY NUMBER OF MONTHS WITH THE BAHRAIN MINISTRY OF
HEALTH

SUBJECTS

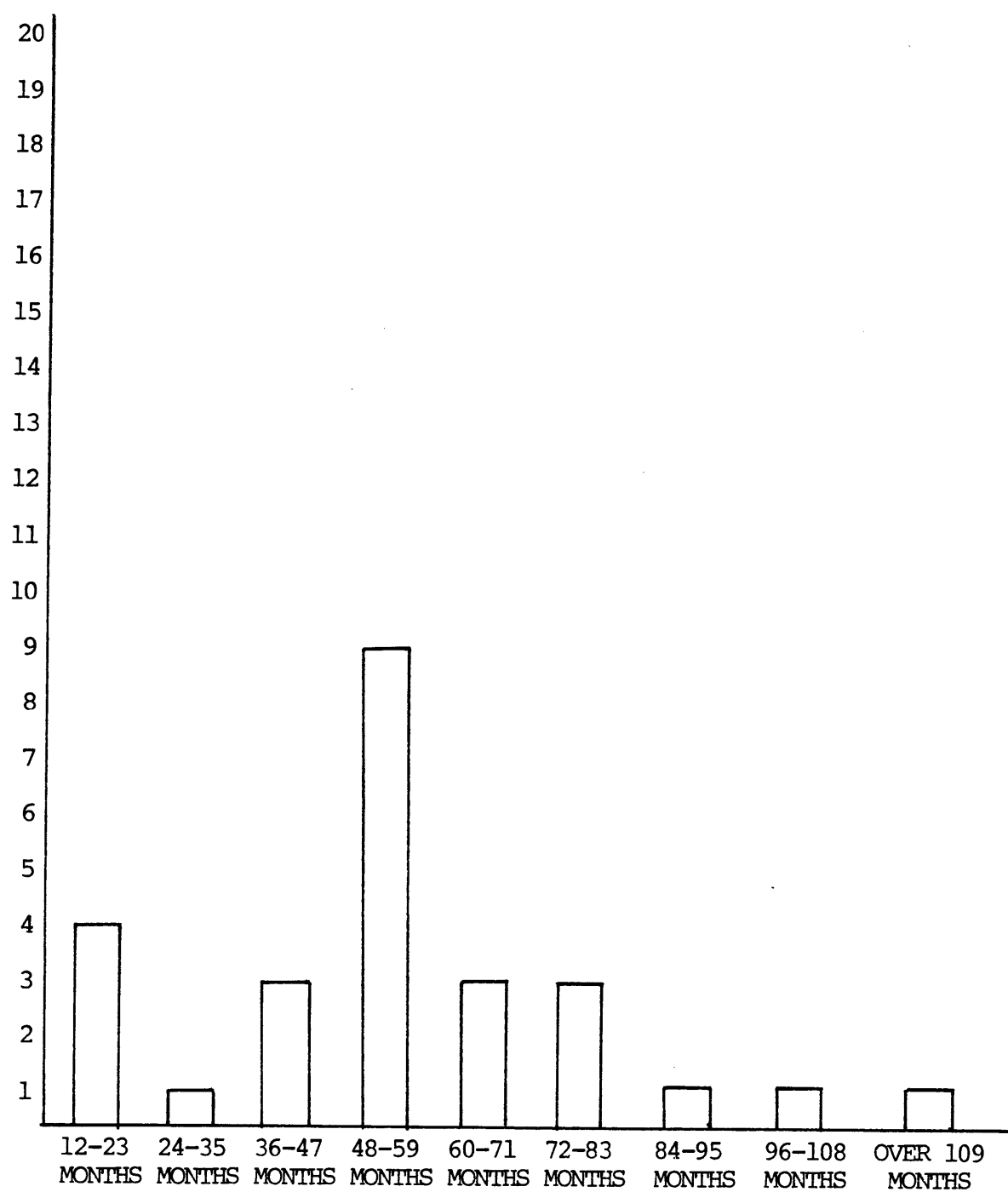
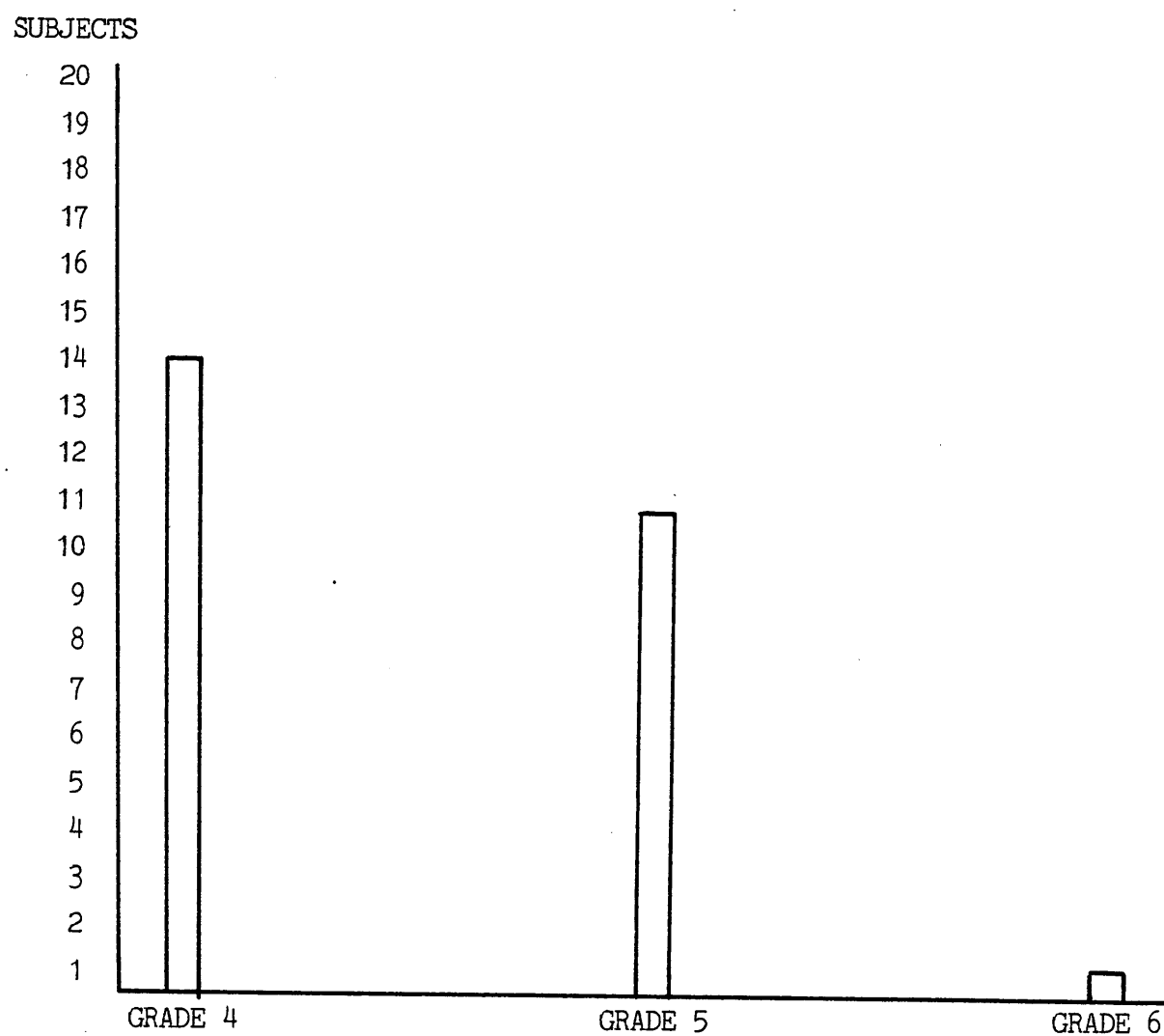


FIGURE 5
DISTRIBUTION OF THE BAHRAIN MINISTRY OF HEALTH GRADES 4, 5, AND 6



Description of the Treatment Effect

The treatment effect in this study consisted of a sixteen week class (Appendix C - "Outline of the Human Relations Class") in human relations for the medical secretary. It met for three hours per week for a sixteen week period. The class consisted of lectures, films, discussions, situation role playing, and problem analysis. The class was taught by an American sociologist with more than sixteen years of teaching experience in the area of human relations. The material for the class was developed by the human relations teacher and the coordinator of the Medical Secretary Program, and centered around work related situations as they exist in the health agencies of Bahrain. The human relations teacher, in addition to the in-class sessions, visited the students on the job and conferred with the subjects' supervisors. This was the only teaching assignment for the human relations teacher during the treatment period.

The topics for the human relations class treatment effect were developed in relation to the identified problems as reported by the supervisors (Appendix A, "Supervisor's Report"). The identified problems fell within the following categories: (1) communication, (2) understanding the purpose of work, (3) flexibility, (4) recognition of opportunities, (5) self confidence, (6) perseverance, (7) acceptance of criticism, (8) proper use of time, (9) stereotyped ideas of work and work habits, (10) stereotyped ideas of work positions and people on the job, (11) productivity, (12) favorable and unfavorable personality characteristics--in one's self and in others, (13) profiting from setbacks, (14) dependability, and (15) loyalty on the job. This class was developed especially for the medical secretary students.

Instrumentation

The following instruments were used in this study. Work values were measured by the "Work Values Inventory" (Super, 1970), and the levels of job satisfaction were measured by the Job Questionnaire (Brayfield and Rothe, 1951).

Work Values Inventory

The "Work Values Inventory" (WVI) was developed to meet the need for a means of assessing the goals which motivate people to work (Appendix E - "Work Values Inventory"). It was designed to measure the values which are extrinsic to, as well as those which are intrinsic to work, the satisfaction which individuals seek in work, and the satisfaction which may be concomitants of work.

There is no actual time limit for administering the inventory. The subjects in this study completed the inventory in approximately fifteen minutes. The subjects completed the inventory in English; however, they were provided with an Arabic translation of the WVI to which they could refer.

The instrument consisted of 45 questions, asking the subjects to rate their responses to each statement with a rating of five if the statement was very important to them; four if the statement was important; three if the statement was moderately important; two if the statement was of little importance; and one if the statement was unimportant; each item had a possible value of five, four, three, two, or one.

The WVI examined fifteen categories of work values: altruism, esthetics, creativity, intellectual stimulation, achievement, independence, prestige, management, economic returns, security

surroundings, supervisory relations, associates, way of life, and job variety. These individual values were grouped into the following value categories: (1) material values, (2) goodness of life values, (3) self expression values, and (4) behavioral control values.

Standardization of the WVI was done in 1968 by administering to a sample of 10,083 in the United States. Test-retest reliability was established based on the 1968 administration of the WVI two weeks apart to a sample of 99 high school students. The scales were internally consistent and stable over the time interval of two weeks. The lowest test-retest reliability was 0.74 and the highest was 0.88. The scales within the WVI were developed through research and refined by internal consistency methods. Intercorrelations were recorded for 12th grade girls in the United States and for 7th grade boys and girls in the United States.

Each of the 16 areas of the "Work Values Inventory" (Super, 1970) were correlated with the "Allport-Vernon-Lindzey Study of Values", the "Strong Vocational Interest Blank", and the "Kuder Preference Vocational Record" as a measure of work values (Super, 1970). The areas of creativity, esthetics, management, intellectual stimulation, and altruism correlated at high levels with these instruments. Data on the predictive validity of the WVI are currently being collected.

Job Questionnaire

The "Job Questionnaire" (JQ) was developed in 1951 by Brayfield and Rothe in order to measure employee job satisfaction (Appendix F- "Job

Questionnaire"). Approximately 1,075 statements concerning job satisfaction were submitted to students in a personnel psychology class; these were edited, and 246 were selected for further testing. Of the 246 questions, 18 were selected for the "Job Questionnaire".

A preliminary scale of 18 items was administered to ten female office workers and a rank order correlation computed for the odd versus even items, with a resulting internal consistency reliability coefficient of 0.31 which was converted to an estimated product moment correlation and boosted by the Spearman-Brown formula to 0.48 (Brayfield and Rothe, 1951). These results encouraged Brayfield and Rothe to shift to a Likert scale. The Likert scale was administered to eight additional female office workers and a rank order correlation computed for the odd versus even items, with an internal consistency reliability coefficient of 0.61 converted to an estimated product-moment correlation and boosted by the Spearman-Brown formula to 0.77. The revised scale was then administered to 231 female office workers, with the odd-even product moment reliability coefficient of 0.77, which was corrected by the Spearman-Brown formula to 0.87.

In developing the scale, an attitude variable was specified; job satisfaction was to be inferred from verbal reactions to a job expressed along a favorable/unfavorable continuum. A test of discriminant validity for the "Job Questionnaire" was conducted by administering it to 40 subjects working in the personnel field and 50 nonpersonnel workers. The mean score for the personnel group was 76.9 with a standard deviation of 8.6 compared to a mean of 65.4 and a standard deviation of 14.02 for the nonpersonnel group. This difference of 11.5 points was significant at the

.01 level. The Fisher and Behrens' d-test was applied resulting in differences between the two means at the .05 level.

The "Job Questionnaire" was translated into Arabic for this study. The subjects were given copies of the Arabic version for clarification; however, the English version of the "Job Questionnaire" was used for this study.

Supervisor's Report of Problems

The data for the supervisor's identified problems were obtained by way of an interview technique (Appendix - H, "Interview Form") Each of the supervisors was interviewed three times prior to the human relations class and three times during the treatment period with the last interview taking place during the last two weeks of the experimental period. The interviews were completed by the Coordinator of the Medical Secretary Program, the English teacher for the Medical Secretary Program, and the human relations teacher.

The problem identification interviews have been part of a formative evaluation plan for the Medical Secretary Program, and have been conducted during each of the semesters that the program has been in operation. The supervisors interviewed were not aware that the results would become part of a research project. The open-ended question interview technique was employed whereby the interviewer asked the supervisor to state the on-the-job problems that Student A was experiencing. Each problem given by the supervisor was written down during the interview period.

Because of the importance of establishing confidence and cooperation between the interviewer and the supervisor, each of the interviewers interviewed the same supervisor for the three interviews prior to the

treatment and the three interviews that took place during the treatment period. Following each interview, the problems were listed. At the end of the three interviews which was prior to the treatment, a list was made for all problems which were listed three or more times. This was repeated for the interviews which took place during the treatment period.

Data Analysis and Interpretation

Because the research design of this study involved a pretest/posttest on the same subjects, the Wilcoxon matched-pairs, signed-rank test (Popham and Sirotnik, 1973) was used to test for differences between the pretest scores and the posttest scores for job satisfaction and work values. The results of this statistical application can be found in Tables 3, 4, 5, 6, 7 and 8. The .05 level of significance was employed in determining the significant differences for Hypotheses A-1 and B-1.

Hypotheses C-1 through C-8 examined the potential relationships with respect to job satisfaction and work values prior to and following the treatment. These relationships were tested by way of the Pearson product-moment correlation technique. The .05 level of was employed in determining the significance of the correlation coefficients. Hypotheses D-1 through D-6 and E-1 through E-24 investigated the selected demographic factors of age, number of months employed, and grade in relation to work values and job satisfaction prior to and following the human relations class. These hypotheses were tested by way of the Pearson product-moment correlation approach with the .05 level of significance employed.

The data obtained from the pre-treatment supervisor's interviews of identified problems were tabulated for each problem listed three or more times. Following the treatment the list of problems reported by the

supervisors during the treatment period were again tabulated, and the pre-treatment list checked against the treatment list to see what new problems were added, what problems were repeated, and what problems had been eliminated.

In addition, mean scores were used to descriptively analyze the findings. All data reduction for the pretest and the posttest was performed at the Computer Unit of the College of Health Sciences.

CHAPTER IV

RESULTS AND DISCUSSION

On October 2, 1983, thirty Bahraini students registered at the College of Health Sciences, Ministry of Health, State of Bahrain for the part-time Medical Secretary Training Program. Of the 30 students, 28 were females and 2 were males; in November, 2 female students dropped the program for reasons unrelated to this study. Because of the low number of males in the class, they were not included in this study. The 26 remaining female students selected for this project.

All of the students in the part-time Medical Secretary Program were registered for the human relations class. During the first class period, the "Work Values Inventory" (Super, 1971) and the "Job Questionnaire" (Brayfield and Rothe, 1951) were administered. At the same time, the demographic information sheet (Appendix G - "Demographic Factors") was completed by each subject. The remaining 31 class periods were spent with the human relations treatment (Appendix C - "Outline of Human Relations Class"). Upon the completion of treatment class, the subjects again completed the "Work Values Inventory" and the "Job Questionnaire".

The literature reviewed for this study indicated that work values and job satisfaction levels may be subject to change as a result of education and/or training. This study examined differences in the work values of the subjects in terms of material values, goodness of life values, self

expression values, and behavior control values prior to and following a human relations treatment class. The study also examined the levels of job satisfaction of the subjects prior to and following the treatment. Demographic factors of age, grade, and number of months employed (Table 1) were examined in relation to work values and job satisfaction levels prior to and following the treatment class (Table 2). In addition to these factors, problem areas as identified by supervisors were examined prior to and following the treatment.

This chapter contains the following sections: (1) the results and discussion of the findings of changes in work values, (2) the results and discussion of the findings of changes in job satisfaction, (3) the results and discussion of relationships which may exist in job satisfaction and work values prior to and following the treatment, (4) relationships which may exist for job satisfaction and demographic factors prior to and following the treatment, (5) changes in work values and demographic factors, (6) supervisor's report update, and (7) summary of the results.

Changes in Work Values

Research question A of this study asked if a 16 week human relations class would have an influence on material values, goodness of life values, self expression values and behavioral control values of the subjects. Hypothesis A-1 was tested by administering the "Work Values Inventory" (Super, 1970). The Wilcoxon matched pairs, signed-ranked test was used to test for significant change (between pretest and posttest) in the work values, with the .05 level of significance employed.

TABLE 2

MEAN SCORES FOR MATERIAL VALUES, GOODNESS OF LIFE VALUES,
SELF EXPRESSION VALUES, AND BEHAVIORAL CONTROL VALUES
PRIOR TO AND FOLLOWING THE HUMAN RELATIONS CLASS

Measures Subjects	Material Values Mean Scores		Goodness of Life Mean Scores		Self Expression Mean Scores		Behavioral Control Mean Scores	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	2.83	3.75	4.42	4.17	4.33	4.00	4.56	4.42
B	4.25	4.67	4.42	4.58	4.42	3.58	4.11	3.67
C	2.83	3.83	4.17	4.58	4.33	4.08	3.78	3.78
D	4.25	4.25	5.00	4.42	4.58	4.17	4.56	3.44
E	4.50	3.83	4.42	4.25	4.17	4.17	4.67	3.78
F	4.42	4.67	4.67	4.50	4.75	3.92	3.56	3.44
G	4.42	4.08	4.25	4.75	4.00	3.92	4.44	3.78
H	4.67	4.33	5.00	4.92	4.08	4.58	4.33	3.56
I	3.83	4.67	4.83	4.00	4.75	4.50	4.67	4.67
J	3.50	3.42	4.83	4.83	4.67	4.08	4.22	4.00
K	4.50	4.08	3.83	4.42	4.33	4.08	4.22	3.67
L	4.33	3.83	4.25	4.42	4.25	4.58	3.56	3.89
M	4.58	4.67	4.42	4.50	3.58	4.08	3.67	3.89
N	4.50	4.58	3.92	4.33	3.83	4.17	3.22	4.22
O	4.67	3.92	4.42	4.92	4.17	4.33	4.33	3.89
P	4.50	4.17	4.33	4.75	4.08	3.75	4.22	4.11
Q	4.42	4.00	4.17	4.67	4.17	3.83	3.89	3.33
R	4.50	4.75	4.58	4.25	4.17	4.42	3.89	4.78
S	4.17	4.25	4.42	4.67	4.42	4.08	4.00	4.22
T	4.17	4.33	4.25	4.75	3.67	4.08	4.11	4.22
U	4.50	4.42	4.50	4.83	4.50	3.92	3.67	4.22
V	4.08	4.50	4.50	4.75	3.42	3.50	3.56	3.78
W	4.50	4.50	5.00	4.67	4.75	4.50	4.00	4.44
X	4.33	3.00	4.08	4.83	4.08	2.67	4.00	3.11
Y	3.08	3.92	4.25	3.00	4.33	4.50	4.00	4.44
Z	4.00	4.17	4.50	4.33	4.08	4.42	3.67	4.11
Means	4.17	4.18	4.44	4.50	4.22	4.07	4.04	3.96

The questions in the material values category asked the subjects "How important is it to...

- Q. 3 ... get a raise?
- Q. 6 ... gain prestige in your field?
- Q. 9 ... know your job will last?
- Q. 12 ... like the setting in which your job is done?
- Q. 19 ... be sure of always having a job?
- Q. 22 ... have pay increases that keep up with the cost of living?
- Q. 25 ... have adequate lounge, toilet, and other facilities?
- Q. 28 ... know that others consider your work important?
- Q. 33 ... be looked up to by others?
- Q. 36 ... have a good place to work (good lighting, quiet, clean)?
- Q. 39 ... be paid enough to live right?
- Q. 42 ... be sure of another job in the organization if your present job ends?

The subjects rated the material values with a composite mean range of 2.83 to 4.67 prior to the treatment and a composite mean-range of 3.00 to 4.75 following the treatment, which indicated that all of the items in this category were important to the subjects, and no significant changes were found for these items (Wilcoxon matched-pairs, signed-rank test) following the treatment (Table 3). The treatment did not significantly alter the material values category. However an increase in importance was found for questions 6, 28, and 33 following the treatment.

The value category of goodness of life values included altruism, working with associates, life style, and achievement; and asked the subjects "How important is it to ...

TABLE 3

DIFFERENCES IN MEAN SCORES FOR THE VALUE CATEGORY OF
MATERIAL VALUES PRIOR TO AND FOLLOWING THE
HUMAN RELATIONS CLASS

Measures Subjects	Composite Pretreatment Means	Composite Posttreatment Means	Composite Mean Difference Scores
A	2.83	3.75	-0.92
B	4.25	4.67	-0.42
C	2.83	3.83	-1.00
D	4.25	4.25	0.00
E	4.50	3.83	0.67
F	4.42	4.67	-0.25
G	4.42	4.08	0.34
H	4.67	4.33	0.34
I	3.83	4.67	-0.84
J	3.50	3.42	0.08
K	4.50	4.08	0.42
L	4.33	3.83	0.50
M	4.58	4.67	-0.09
N	4.50	4.58	-0.08
O	4.67	3.92	0.75
P	4.50	4.17	0.33
Q	4.42	4.00	0.42
R	4.50	4.75	-0.25
S	4.17	4.25	-0.08
T	4.17	4.33	-0.16
U	4.50	4.42	0.08
V	4.08	4.50	-0.42
W	4.50	4.50	0.00
X	4.33	3.00	1.33
Y	3.08	3.92	-0.84
Z	4.00	4.17	-0.17

Means	4.17	4.18	0.01
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t - Computer Value = 120.5

t - Table Value = 89.0

N = 25

- Q. 2 ... help others?
- Q. 8 ... be one of the gang?
- Q. 10 ... be the kind of person you would like to be?
- Q. 13 ... get the feeling of having done a good day's work?
- Q. 17 ... know by the results when you've done a good job?
- Q. 26 ... have a way of life, while on the job, that you like?
- Q. 27 ... form friendships with your fellow employees?
- Q. 30 ... feel you have helped another person?
- Q. 31 ... add to the well being of other people?
- Q. 34 ... have good contacts with fellow workers?
- Q. 35 ... lead the kind of life you most enjoy?
- Q. 44 ... see the results of your efforts?

The subjects in this study indicated the importance of these questions by exhibiting mean range of 3.83 to 5.00 on the pretest and a composite mean range from 3.00 to 4.83 following the treatment, indicating that all were important factors for them (Table 4). There was a slight drop of importance following the treatment. One of the major objectives of the Medical Secretary Program is to train secretaries as service-oriented health care professionals. The Program considered questions 2, 13, 30, and 31 important in terms of the problem areas identified by the "Supervisor's Report" (Appendix A), and these factors were stressed in the treatment. These questions received higher ratings following the treatment; it may be that the treatment did alter these aspects of the goodness of life values. As a result of this study, it may be inferred that the subjects do not lack concern for other people. Questions 8, 27, and 34 received lower ratings following the treatment because the human

TABLE 4

DIFFERENCES IN MEAN SCORES FOR THE VALUE CATEGORY OF
GOODNESS OF LIFE VALUES PRIOR TO AND FOLLOWING THE
THE HUMAN RELATIONS CLASS

Subjects \ Measures	Composite Pretreatment Means	Composite Posttreatment Means	Composite Mean Difference Scores
A	4.42	3.75	-0.25
B	4.42	4.58	-0.16
C	4.17	4.58	-0.41
D	5.00	4.42	0.58
E	4.50	3.83	0.17
F	4.42	4.25	0.17
G	4.25	4.75	-0.50
H	5.00	4.92	0.08
I	4.83	4.00	0.83
J	4.83	4.83	0.00
K	3.83	4.42	-0.59
L	4.25	4.42	-0.17
M	4.42	4.50	-0.08
N	3.92	4.33	-0.41
O	4.42	4.92	-0.50
P	4.33	4.75	-0.42
Q	4.17	4.67	-0.50
R	4.58	4.25	0.33
S	4.42	4.67	-0.25
T	4.25	4.75	-0.50
U	4.50	4.83	-0.33
V	4.50	4.75	-0.25
W	5.00	4.67	0.33
X	4.08	4.83	-0.75
Y	4.25	3.00	1.25
Z	4.50	4.33	0.17
Means	4.44	4.50	-0.09

t - Computed Value = 120.5

t - Table Value = 89.0

N = 25

relations class included discussions of the advantages and disadvantages of having close friends in the same office.

In the self expression category, the subjects rated the importance of esthetics, creativity, intellectual stimulation, and variety of work tasks, and asked the subjects "How important is it to...

- Q. 1 ... have to keep solving problems?
- Q. 4 ... look forward to changes in your job?
- Q. 7 ... use artistic ability?
- Q. 15 ... try out new ideas and suggestions?
- Q. 16 ... create something new?
- Q. 20 ... add beauty to the world?
- Q. 23 ... be mentally challenged?
- Q. 29 ... not do the same thing all the time?
- Q. 32 ... do many different things?
- Q. 41 ... make attractive products?
- Q. 45 ... contribute new ideas?

The subjects rated the importance of these questions at a mean composite range of 3.42 to 4.75 on the pretest and a composite mean range from 2.67 to 4.58, indicating moderate importance to importance for these items. It should be noted that the factors of esthetics, creativity, and intellectual stimulation are not vital parts of the subjects' training jobs. These questions received a greater range and a lower mean score following the treatment (Table 5). It may be that they were rated lower following the treatment because the treatment may have helped the subjects realize that the factors were not presently available to them. These factors were not lessened in value, in fact they were an important part of

TABLE 5

DIFFERENCES IN MEAN SCORES FOR THE VALUE CATEGORY OF
SELF EXPRESSION VALUES PRIOR TO AND FOLLOWING THE
HUMAN RELATIONS TREATMENT CLASS

Measures Subjects	Composite Pretreatment Means	Composite Posttreatment Means	Composite Mean Difference Scores
A	4.33	4.00	0.33
B	4.42	3.58	0.84
C	4.33	4.08	0.25
D	4.58	4.17	0.41
E	4.17	4.17	0.00
F	4.75	3.92	0.83
G	4.00	3.92	0.08
H	4.08	4.58	-0.50
I	4.75	4.50	0.25
J	4.67	4.08	0.59
K	4.33	4.08	0.25
L	4.25	4.58	-0.33
M	3.58	4.08	-0.50
N	3.83	4.17	-0.34
O	4.17	4.33	-0.16
P	4.08	3.75	0.33
Q	4.17	3.83	0.34
R	4.17	4.42	-0.25
S	4.42	4.08	0.34
T	3.67	4.08	-0.41
U	4.50	3.92	0.58
V	3.42	3.50	-0.08
W	4.75	4.50	0.25
X	4.08	2.67	1.41
Y	4.33	4.50	-0.17
Z	4.08	4.42	-0.34
Means	4.22	4.07	0.16
t - Computed Value = 111.50			
t - Table Value = 89.00			
N = 25			

the treatment. The lessening of importance for these items cannot be explained in this study, and further research is needed to determine the reasons for the decrease. However, the subjects are not culturally oriented towards overt expressions of creativity or intellectual capacity as they relate to a work situation. As all of the questions in this section received a rating of moderately important to important, it may be inferred that the values in this category are relevant job value elements for the subjects.

The behavioral control category included the values associated with independence, management of one's own time, and the importance of supervisory staff; and asked the subjects, "How important is it to...

- Q. 5 ... have freedom in your own area?
- Q. 11 ... have a boss who gives you a square deal?
- Q. 14 ... have authority over others?
- Q. 18 ... have a boss who is reasonable?
- Q. 21 ... make your own decisions?
- Q. 24 ... use leadership abilities?
- Q. 37 ... plan and organize the work of others?
- Q. 40 ... be your own boss?
- Q. 43 ... have a supervisor who is considerate?

The composite mean responses to the behavioral control category questions ranged from 3.22 to 4.67 prior to the treatment and from 3.11 to 4.67 following the treatment (Table 6), indicating all of the questions in this category were important to the subjects. The pretest scores were slightly lower than the posttest scores (Table 6). It should be noted that the posttest score for question 14 received an average rating of 2.2

TABLE 6

DIFFERENCES IN MEAN SCORES FOR THE VALUE CATEGORY OF
BEHAVIORAL CONTROL VALUES PRIOR TO AND FOLLOWING THE
HUMAN RELATIONS CLASS

Measures Subjects	Composite Pretreatment Means	Composite Posttreatment Means	Composite Mean Difference Scores
A	4.56	4.42	0.14
B	4.11	3.67	0.44
C	3.78	3.78	0.00
D	4.56	3.44	1.12
E	4.67	3.78	0.89
F	3.56	3.44	0.12
G	4.44	3.78	0.66
H	4.33	3.56	0.77
I	4.67	4.67	0.00
J	4.22	4.00	0.22
K	4.22	3.67	0.55
L	3.56	3.89	-0.33
M	3.67	3.89	-0.22
N	3.22	4.22	-1.00
O	4.33	3.89	0.44
P	4.22	4.11	0.11
Q	3.89	3.33	0.56
R	3.89	4.78	-0.89
S	4.00	4.22	-0.22
T	4.11	4.22	-0.11
U	3.67	4.22	-0.55
V	3.56	3.78	-0.22
W	4.00	4.44	-0.44
X	4.00	3.11	0.89
Y	4.00	4.44	-0.44
Z	3.67	4.11	-0.44

Means	4.04	3.96	0.08
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t - Computed Value = 125.0

t - Table Value = 81.0

N = 24

and a posttest rating of 2.2 and a posttest rating of 2.8, which may have been a result of the treatment unit which dealt with "looking for opportunities" (Appendix B - "Outline of Human Relations Class"). The human relations class stressed the acceptability of wanting to be a part of management, and that one should look forward to being able to manage her own work, as well as to plan and to manage the work of others. In the on-the-job training situations the subjects had little opportunity for management of their own work or the work of others; as a result, they may not see the importance of these factors.

Of the four value categories examined, the subjects ranked the goodness of life as the most important; however no significant differences (Wilcoxon matched-pairs, signed-rank test) were found for the work value categories prior to and following the treatment (Table 3; Table 4; Table 5; Table 6). It was concluded that as measured by the "Work Values Inventory" (Super, 1970), the 16 week human relations class did not significantly alter the over-all work values of the subjects, but that certain aspects within each of the categories may have been affected as a result of the treatment.

Changes in Job Satisfaction

Research Question B of this study asked if a 16 week human relations treatment would affect the job satisfaction of the subjects. Hypothesis B-1 was examined by administering the "Job Questionnaire" (Brayfield and Rothe, 1951), and was tested by means of the Wilcoxon matched-pairs, signed-rank test with the .05 level of significance employed.

The subjects were asked to rate 18 questions related to job satisfaction. Based upon their response, ratings from 1.00 to 5.00 (with 5.00 as the highest level of job satisfaction) were obtained for each question. On the pretest, the job mean satisfaction levels ranged from 2.61 to 3.83 with an over-all mean job satisfaction level of 3.30 (Table 7). Following the treatment the mean job satisfaction levels ranged from 2.61 to 4.33 with an over-all mean level of 3.55 (Table 7). There was a change in job satisfaction scores for all but 2 (7.7%) of the subjects; the job satisfaction decreased for 8 (30.8%) of the subjects and increased for 16 (61.5%) of the subjects. Significant differences ($p < .05$) were found for job satisfaction level prior to and following the treatment, and hypothesis B-1 of this study was rejected (Table 7).

The subjects rated statement 5 (Table 8) "I enjoy my work more than my leisure time" at the mean level of 4.27 on the pretest and at 4.12 on the posttest. This item received the highest rating of the 18 statements. In both the pretest and the posttest (Table 8), which indicates that the subjects in this study would prefer their work to their leisure time. This may be explained by the fact that there are few recreational activities available to the subjects. Cultural restrictions limit the freedom of movement for some of the subjects and social contacts are frequently impossible with people other than the family. Having a job and working allows Bahraini women to overcome these restrictions and to have social contact with people other than the family. No significant change using the Wilcoxon matched-pairs, signed-ranked test was found for this item following the treatment. The human relations class stressed the

TABLE 7

ANALYSIS OF JOB SATISFACTION LEVEL SCORES PRIOR TO AND FOLLOWING
THE HUMAN RELATIONS TREATMENT CLASS

Measures Subjects	Pretreatment Means	Posttreatment Means	Mean Difference Scores
A	3.61	4.06	-0.45
B	3.56	3.50	0.06
C	3.83	4.22	-0.39
D	3.83	3.83	0.00
E	2.94	3.67	-0.73
F	3.06	3.50	-0.44
G	2.89	3.22	-0.33
H	3.83	3.94	-0.81
I	3.11	3.00	0.11
J	3.50	2.61	0.89
K	2.89	3.11	-0.22
L	3.00	3.05	-0.05
M	3.72	3.61	0.11
N	3.28	4.00	-0.72
O	2.78	4.33	-1.55
P	2.94	2.77	0.16
Q	3.50	3.50	0.00
R	2.61	4.33	-1.72
S	3.17	4.17	-1.00
T	3.17	2.67	0.50
U	3.17	3.39	-0.22
V	2.67	3.56	-0.89
W	3.83	2.94	0.89
X	3.56	4.12	-0.56
Y	3.89	3.59	0.30
Z	2.89	3.65	-0.76

Means	3.28	3.55	-0.33
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t - Computed Value = 75.0*

t - Table Value = 81.0

N = 24

* Significant at the .05 level

importance of finding joy in the workplace, but it also stressed that a job should not be the only source of joy in one's life.

The greatest change occurred on item 13 (Table 8), which examined "Most days I am enthusiastic about my work." This item received a mean rating of 3.65 on the pretest and 4.00 on the posttest (Table 8). Significant differences at the .05 level were found using the Wilcoxon matched-pairs, signed-rank test for this item when assessing change following the treatment. The human relations class stressed the fact that it is acceptable to be enthusiastic about one's job, and that each employee should look for elements in the job that may bring about enthusiasm.

Berg (1974) found that increased, but under-utilized, education may bring about a lower level of job satisfaction. The medical secretary training jobs do not always offer the subjects the opportunity to use newly learned skills. This may explain the lowered job satisfaction level (Table 7) for at least three of the subjects (Subject J, who has a diploma from Gulf Polytechnic Institute and has completed most of the Associate Degree Program at the College of Health Sciences, is still in her initial clerical position; Subject W, who is works as a clerk at Salmaniya health center, has been approved for and is waiting for a change in positions; and Subject T is presently a ward clerk and was approved for a transfer to a secretarial position several months ago, but the transfer is pending.

Relationships among Job Satisfaction and Work Values

Prior to and Following the Treatment

Research Question C study examined whether relationships existed among the work value categories of material values, goodness of life

TABLE 8
 DIFFERENCE IN JOB QUESTIONNAIRE QUESTIONS
 PRIOR TO AND FOLLOWING THE HUMAN RELATIONS TREATMENT CLASS

Job Questionnaire Items	Measures	Pretreatment Means	Posttreatment Means	Mean Difference Scores
1		2.12	2.65	-0.53
2		3.62	3.81	-0.19
3		3.35	3.19	0.16
4		2.69	2.85	-0.16
5		4.27	4.12	0.15
6		3.08	2.85	0.23
7		3.27	3.38	-0.11
8		3.31	3.70	-0.39
9		3.50	3.58	-0.08
10		3.08	3.23	-0.15
11		2.15	2.15	0.00
12		3.35	3.54	-0.19
13		3.65	4.00	-0.65
14		3.08	3.35	-0.27
15		3.27	3.50	-0.23
16		2.85	3.24	-0.39
17		3.42	3.69	-0.27
18		2.54	2.27	0.27
Means		3.14	3.28	-0.16
t - Computed Value = 25.0 t - Table Value = 23.0 N = 17				

values, self expression values, behavioral control values and job satisfaction prior to and following the treatment. Hypotheses C-1 through C-8 were tested by way of correlations using the Pearson produce-moment correlation technique with the .05 level of significance employed.

The results showed a significant correlation ($p < .05$) for job satisfaction and material values (0.82) prior to the treatment (Table 9); therefore hypothesis C-1 was rejected. The subjects who were the most satisfied with their jobs were also the subjects who rated the material values highest. However the correlation of these two factors was reduced to a nonsignificant level following the treatment (Table 10), and hypothesis C-5 was accepted. There were no significant correlations for job satisfaction and the values categories of goodness of life values, self expression values, or behavioral control values prior to or following the treatment (Table 9; Table 10), whereby hypotheses C-2, C-3, C-4, C-6, C-7, and C-8 were accepted.

Relationships among Job Satisfaction and Demographic Factors

Research Question D investigated wheter factors of age, number of months employed, and grade were related to job satisfaction prior to or following the treatment. Hypotheses D-1 through D-6 were tested by way of the Pearson product-moment correlation technique with the .05 level of significance employed. No significant relationships were uncovered with respect to job satisfaction and age either prior to or following the treatment (Table 9; Table 10) whereby hypotheses D-1 and D-4 were accepted.

TABLE 9

CORRELATION MATRIX OF MATERIAL VALUES, GOODNESS OF LIFE VALUES, SELF EXPRESSION VALUES, BEHAVIORAL CONTROL VALUES, NUMBER OF MONTHS EMPLOYED, AGE, AND JOB SATISFACTION PRIOR TO THE TREATMENT

Study Variables	Material Values	Goodness of Life Values	Self Expression Values	Behavioral Control Values	Grade	Number of Months Employed	Age	Job Satisfaction
Material Values					-0.32	0.01	-0.07	0.82*
Goodness of Life Values					0.84*	-0.06	0.08	0.11
Self Expression Values					-0.07	0.00	-0.07	0.03
Behavioral Control Values					-0.10	0.11	-0.12	0.21
Grade	-0.32	-0.84*	-0.07	-0.10				
Number of Months Employed	0.01	-0.06	0.00	0.11				
Age	-0.07	0.08	-0.07	-0.12				
Job Satisfaction	0.82*	0.11	0.03	0.21	0.49*	0.15	0.13	

*Significant at the .05 Level

TABLE 10

CORRELATION MATRIX OF MATERIAL VALUES, GOODNESS OF LIFE VALUES,
SELF EXPRESSION VALUES, BEHAVIORAL CONTROL VALUES, NUMBER OF MONTHS
EMPLOYED, AGE AND JOB SATISFACTION FOLLOWING THE TREATMENT

Study Variables	Material Values	Goodness of Life Values	Self Expression Values	Behavioral Control Values	Grade	Number of Months Employed	Age	Job Satisfaction
Material Values					-0.28	0.00	-0.14	0.00
Goodness of Life Values					-0.35	-0.35	-0.49*	-0.16
Self Expression Values					0.85*	-0.83*	-0.16	-0.06
Behavioral Control Values					0.48*	0.17	0.43	0.02
Grade	-0.28	-0.35	0.85*	0.48*				
Number of Months Employed	0.00	-0.26	-0.82*	0.17				
Age	-0.14	-0.49*	-0.16	0.43*				
Job Satisfaction	0.00	-0.16	-0.06	0.02	0.14	0.08	0.34	

*Significant at the .05 Level

No significant correlations were found for job satisfaction and the number of months employed prior to or following the treatment (Table 9; Table 10), and hypotheses D-2 and D-5 were accepted. It appears there are no strong relationships among these factors.

A significant correlation ($p < .05$) was found for job satisfaction and Bahrain Ministry of Health grade (0.49) prior to the treatment effect. These results reflect that the subjects with the higher Bahrain Ministry of Health grades tended to have a higher level of job satisfaction. However, no significant relationships surfaced following the treatment (Table 9; Table 10). Null hypothesis D-3 was rejected, but null hypothesis D-6 was accepted.

Carroll (1973) felt that certain demographic factors may be important elements in both job satisfaction and work values. Because of the homogeneity of the subjects in this study, only the demographic factors of age, number of months employed and grade could be considered. Carroll reported also that age may be related to job satisfaction. The subjects ranged in age from 19 to 42 years with the mean age of 23.5 (Table 1). All but two of the subjects were in the 19-26 year age group (Figure 3). In addition, Carroll noted that job satisfaction resulted in a U-shaped curve, and that this resulted from the fact that people begin work at a high level of satisfaction, become dissatisfied through the following years, and after hitting a low, become increasingly satisfied again. This theory may apply to the subjects in this study. Using this theory, most of the subjects would be on the ascending, right side of the U-curve, and would have job satisfaction, but not at the extreme high level. Saleh and Otis (1964) found that job satisfaction increased with age. However no

significant correlations were found for age and job satisfaction for the subjects in this study (Table 1; Figure 3).

The subjects were widely distributed in terms of the number of months they had worked for the Bahrain Ministry of Health (Table 1; Figure 4). The subjects ranged from 12 months with the Ministry to 237 months, with a mean employment time of 56.5 months. The literature reviewed indicated that job satisfaction increased with tenure (Rachman and Kemp, 1964; Alderfer, 1967; and Carroll, 1973). Monie (1967) reported that with short service, there was a high degree of job satisfaction, and a decline in job satisfaction at the end of the first year. He added that there was a sharp return of job satisfaction during the second year, and then a gradual flattening out of the job satisfaction response curve after that. The results of this study tended to support this theory. The majority of the subjects had been with the Bahrain Ministry of Health for 48 to 59 months (Table 1; Figure 4), and it may be that the subjects are in the flattening out part of the Monie (1967) curve. This may, also, explain why there were no responses in the extreme low or highs of the job satisfaction levels. In this study there were no significant correlations found for the number of months the subjects had worked for the Bahrain Ministry of Health and job satisfaction (Table 1; Table 9; Table 10).

Salary and grade are tied together for the Bahrain Ministry of Health. Both salary and job level are supported as important factors in job satisfaction (Beer, 1964; Form and Geschwender, 1962; Carroll, 1973; and Vroom, 1964). The subjects in this study were in the Bahrain Ministry of Health grades four, five, and six, with fourteen subjects at grade four; eleven in grade five; and, one in grade six. A significant

correlation ($p < .05$) was found (0.49) for Bahrain Ministry of Health grade and job satisfaction prior to the treatment (Table 9). This relationship supported the "Supervisor's Report" (Appendix A) which indicated that the subjects were overly concerned with salary and promotions. In the human relations class an attempt was made to adjust the importance of material values. Following the treatment, the correlation between job satisfaction and grade with the Ministry was reduced to a nonsignificant level (Table 10).

Relationships for Work Values and Demographic Factors

Research Question E of this study asked if the demographic factors of age, number of months employed and grade were influenced by the work values of material values, goodness of life values, self expression values, and behavioral control values when assessed prior to and following the human relations treatment class.

No significant correlations were found for age and material values or age and self expression values prior to or following the human relations class (Table 9; Table 10); therefore hypotheses E-1, E-3, E-13, and E-15 were rejected.

No significant correlations were uncovered for age and goodness of life values prior to the treatment. A significant negative (-0.49) correlation ($p < .05$) was found for these factors following the treatment. Hypothesis E-2 was accepted, but hypothesis E-14 was accepted. Following the treatment, the younger subjects valued altruism, associates, way of life, and achievement whereas the older subjects attached less importance to these values. This cannot be explained in terms of the human relations

class, as these factors were considered as important aspects. Following the treatment, the older subjects rated the questions dealing with friendships on the job, leading a life one enjoys, and having a satisfying life outside work (Questions 26, 27, and 35) at a lower level than did the younger subjects. The older subjects are those subjects who had been with the Ministry of Health for a longer period, and who were at the higher grades. It may be that they no longer consider close friendships on the job as important. The questions concerning altruism and achievement were not lowered for any of the subjects, indicating that all of the subjects care about helping others, which was one of the objectives of the treatment class.

There were no significant correlations (-0.12) for age and behavioral control values prior to the treatment; therefore hypothesis E-4 was accepted; however, a significant positive correlation ($p < .05$) was found (0.43) for age and behavioral control values following the treatment and hypothesis E-16 was rejected (Table 9; Table 10). Following the treatment, the older subjects tended to be more concerned with independence, management of their own time, and supervisory relationships than were the younger subjects.

There were no significant correlations found for the number of months employed and material values, goodness of life values, or behavioral control values prior to or following the treatment (Table 9; Table 10); therefore hypotheses E-5, E-6, E-8, E-17, E-18, and E-20 were accepted. No significant correlations were found with respect to the number of months employed and self expression values prior to the treatment effect (Table 9), therefore hypothesis E-7 was accepted. However a significant

negative correlation ($p < .05$) was found (-0.82) for the number of months employed and self expression values following the treatment (Table 10); therefore hypothesis E-19 was rejected. Following the treatment, those subjects who had been with the Bahrain Ministry of Health for longer periods of time tended to exhibit a significantly lessened expression of the values concerned with esthetics, creativity, intellectual stimulation, and variety of work tasks.

No significant correlations were found for grade and material values prior to or following the treatment (Table 9; Table 10), whereas hypotheses E-9, E-10, E-21, and E-22 were accepted. Prior to the treatment, a significant correlation ($p < .05$) was found (-0.84) for grade and goodness of life values, and hypothesis E-10 was rejected. Following the treatment, no significant correlations were found for these factors whereby hypothesis E-22 was accepted. Prior to the treatment, those subjects with the higher grade levels valued the factors of altruism, associates, way of life and achievement at a higher level than did those subjects at the lower grade levels.

No significant correlations surfaced for grade and self expression values prior to the treatment (Table 9), and hypothesis E-11 was accepted. A significant positive correlation ($p < .05$) was found (0.85) for these two factors following the treatment (Table 10), and hypothesis E-23 was rejected. The subjects with the higher grade tended to value esthetics, creativity, intellectual stimulation, and variety of work tasks at a higher level than did those subjects at the lower grade levels.

There were no significant correlations found for grade and behavioral control values prior to the treatment (Table 9), and hypothesis E-12 was

accepted. However significant correlations ($p < .05$) were found (0.85) for these two factors following the treatment (Table 10); therefore hypothesis E-24 was rejected. The subjects with the higher grade tended to value independence, management of their own time, and supervisory relations at a higher level than did those at the lower grade levels.

Rokeach (1968) suggested that values are what an individual considers important; they are the things which matter the most as expressed in opinions of what is right, just, or desired. He argued that values may change with age. Age was correlated with material values prior to and following the treatment (Table 9; Table 10). No significant correlations were found for age and material values both prior to and following the treatment (Table 9; Table 10). It can be inferred that the treatment had no affect on the relationship.

No significant correlations were found for age and self expression values prior to or following the treatment (Table 9; Table 10). The positions for the medical secretaries presently offer little opportunity for self expression. It may be that the subjects in this study did not fully understand the self expression values as they apply to their job, and were unable to relate or apply these values.

No significant correlations were uncovered for behavioral control values and age prior to the treatment. Because all of the subjects in this study, except two, were in the age ranges of 19-26 years (Table 1), they are among the youngest employees of the Bahrain Ministry of Health. The positions for the subjects have offered little freedom for control of their own behavior while on the job. On the pretest, question 11, which rated the importance of having a boss who gives a square deal, received

the highest average, indicating that the greatest value in this area centered around having a supervisor who is considerate. A significant positive correlation ($p < .05$) was found (0.43) for age and behavioral control values following the treatment (Table 10), indicating that the older subjects' values in this area increased. Questions 5, 21, 37, and 40 which asked the subjects the importance of having freedom in their own area, making their own decisions, planning and organizing the work of others, and being one's own boss received higher ratings by the older subjects following the treatment. The objectives of the human relations class included units on recognition and taking advantage of opportunities on the job. Since the older subjects were also those subjects who have been with the Bahrain Ministry of Health for a longer period of time, it may be that they were able to recognize the factors within their control more readily than the younger subjects. The older subjects may also be more mature and more ready for the responsibilities and opportunities in this category.

As no significant correlations surfaced found for the number of months employed and material values, goodness of life values or behavioral control values prior to or following the treatment (Table 9; Table 10); it may be inferred that the length of employment had little relationship to the values associated with job prestige, economic returns, job security, job setting, altruism, associates, life style, achievement, independence, time management, or supervisory staff.

No correlations were uncovered for the number of months employed and self expression values on the pretest (Table 9); however following the treatment, a significant negative correlation ($p < .05$) was found (-0.82)

for these two factors (Table 10). This may indicate that the older subjects valued these factors less following the treatment. Questions 1, 16, 23, and 41 asked the subjects the importance of having to keep solving new problems, creating new things, being mentally challenged, and making attractive products. These questions were rated at lower levels following the treatment, indicating that the older subjects placed less value on these factors in their job than did the younger subjects. The primary inferences that may be drawn from the results following the treatment were that the subjects who had been with the Ministry for longer periods of time recognized that these factors were not presently available to them in their jobs and adjusted the importance of these items accordingly; or it may be that the shorter-term subjects were still feeling the newness of the job, while the older and longer-term subjects had become more resigned to their job as presently defined.

No significant correlations surfaced for grade and material values prior to or following the treatment (Table 9; Table 10). This is interesting in light of the "Supervisor's Report" (Appendix A), which indicated that the subjects were primarily concerned with grade, promotions, and salary. From this study, it may be seen that the values of prestige, economic return, job security, and job setting had little relationship to grade, which in this case, is directly linked to salary. In discussing work in the treatment class, the students indicated that position was an important factor for them, and this was supported by the increase response to question 6 (How important is it to you to have work in which you gain prestige in your field?). It should also be noted that during these discussions, the students indicated that job security

was relatively unimportant to them. This may be because most of the medical secretary positions are currently filled by expatriate staff, and the Bahraini subjects know that when they become qualified a position will be made available to them. Question 42, asked how important it was of being sure of another job in the company if the present job ends. The rating for this question decreased following the treatment, and it may be that the treatment help the subjects realized that their skills were in demand. However the decrease was not significant.

A significant negative correlation ($p < .05$) was found (-0.84) for grade and goodness of life values prior to the treatment (Table 9). From this study it may be seen that prior to the treatment, the subjects with the highest employment grades valued the aspects of altruism, associates, life style, and job achievement as less important than did those subjects at the lower grades. On the pretest, questions 2, 30, and 31 which queried the subjects about the importance of helping others, feeling that one has helped another person, and adding to the well-being of others were rated lower than the other questions in the category. These same questions received the highest ratings following the treatment, and may account for the change in correlation from a negative significant level (-0.84) to a nonsignificant level (Table 10). It may be that the subjects who had been with the Ministry for longer periods of time re-examined their positions for purpose and may have altered their values accordingly. It may be inferred that relationships for grade and goodness of life values may be altered as a result of a human relations class.

No significant correlations were uncovered for age and behavioral control values prior to the treatment (Table 9), indicating that grade had little relationship with the values of esthetics, creativity, intellectual stimulation, and variety of work tasks. Presently when a subject receives a grade, there is little change in the assigned work values. Grade has been assigned in relationship to the length of time the employee has been with the Ministry and not necessarily to the job description. Some of the subjects have changed grade, but the factors in their job did not change. Presently, little opportunity is offered for esthetics, creativity, intellectual stimulation or variety of work tasks.

The human relations treatment class included a complete unit on recognition and pursuing opportunities on the job. A significant positive correlation ($p < .05$) was found (0.48) for grade and behavioral control values following the treatment (Table 10), indicating that the importance of esthetics, creativity, intellectual stimulation, and variety of work tasks were more important to the subjects following the treatment. It may be that the treatment helped the subjects at the higher grade levels to realize that even though all of these factors are not presently available to them in their present positions, they should look for the opportunities which may become available to them as they advance in grade. It may be that the subjects in the higher grades could recognize this as a reality, where the subjects in the lower grades could not.

From this study it has been observed that few significant correlations existed for the demographic factors of age, number of months employed, grade, and the value categories of material values, goodness of life values, self expression values, and behavioral control values.

Supervisor's Report Update

The problem areas as identified by the supervisors were tabulated from October, 1982 through January, 1983. A reduction was noted for the problem areas during and following the treatment. It should be noted that the evaluation included the same supervisors as those in the "Supervisor's Report" (Appendix A).

Of the fifteen factors listed (pretreatment) on the 1982 Report (Table 11), only six remained following the human relations class (Table 12), and no new factors were recorded. Problems dealing with time remained on the posttreatment report. Time as recognized by the Western world is not a part of the present Bahraini culture, and this may account for the repeat of problems one and two (Table 12). The awareness of the time element appears to be cultural, and as Bahrain is in a developing stage, it may be that this element does not change as rapidly as others. In discussing the problem with the subjects, they noted that the supervisors were also late for work and that the supervisors also took extended breaks. The importance of this factor must be reviewed and evaluated in terms of more effective instructional materials. Problems 10 and 11, which dealt with dealing with co-workers and failing to telephone the supervisor when it was necessary to be away from work (Tables 11 and 12) may also be culturally influenced. The idea that others may be dependent upon them may be new to the subjects. Twenty subjects (Table 1) were under 25 years of age and unmarried. Their positions are at the Ministry of Health lower grade levels, and it may be that they do not recognize the importance of their positions, or the responsibilities they may require.

TABLE 11
PROBLEMS IDENTIFIED BY SUPERVISORS DURING INTERVIEWS
(PRETREATMENT)

PROBLEM CODE	IDENTIFIED PROBLEM AREA
1	Concerned primarily with the material aspects of the job, salary, grade, and physical environment
2	Late to work
3	Extended break periods
4	Lack of concern that deadlines be met
5	Talking to family and friends on the telephone during work time
6	Dependence upon friends on the job for information and not checking with the person in charge when questions arise
7	Unwilling to assist others—this is my job; that is your job attitude; general lack of cooperation
8	Gossiping, especially about co-workers and patients
9	Lack of concern for confidential information
10	Lack of patience when dealing with co-workers and the sick
11	Failing to telephone when it is necessary to be away from work
12	Stopping in the middle of a task if it is time for a break or time to go home
13	Lack of pride in a task; lack of expressed concern if a job is not done well
14	Tends to lose composure under stress or pressure
15	Frequently unable to take constructive criticism; at times becomes angry when criticism is given

Each supervisor was interviewed three times during the semester. Problem areas are listed for those areas that were reported three or more times.

TABLE 12
PROBLEMS IDENTIFIED BY SUPERVISORS DURING INTERVIEWS
(POSTTREATMENT)

PROBLEM CODE	IDENTIFIED PROBLEM AREA
1	Concerned primarily with the material aspects of the job, salary, grade, and physical environment
2	Late to work
3	Extended break periods
10	Lack of patience when dealing with co-workers and the sick
11	Failing to telephone when it is necessary to be away from work
12	Stopping in the middle of a task if it is time for a break or time to go home

Each supervisor was interviewed three times during the semester, Problem areas are listed for those areas that were reported three or more times.

The regional health centers, the Bahrain Government hospital, and the Salmaniya Health Center, handle hundreds of patients daily. Bahrain has a socialized medical system, whereby all medical care, including drugs are provided by the Government. It is not unusual for a patient to come to one of the health care centers several times in one day. Patients rarely make appointments and the waiting areas are usually filled with people, all waiting and wanting immediate attention. This situation proves to be trying for the most experienced and mature medical staff. It may be that the maturity level of the subjects may not be sufficient to handle, with ease, the patient pressures that exist. However it should be noted that problem 13, which indicated that the subjects frequently lost composure under stress or pressure situations (Tables 11 and 12) was not repeated, and may indicate that the subjects are learning to adjust to stress situations. It may be concluded that the human relations treatment class did have a positive affect in solving the problems identified by the supervisors.

Summary of Chapter

This study on job satisfaction and work values prior to and following a human relations treatment class was sponsored by the College of Health Sciences, Ministry of Health, State of Bahrain and involved 26 subjects from the part time Medical Secretary Program at the College of Health Sciences.

Following the treatment, it was found that over-all job satisfaction levels increased for the subjects. The subjects were all satisfied with their jobs both prior to and following the treatment. The subjects indicated a high degree of similarity in their responses to the questions

on job satisfaction and work values, which may be attributed to the fact that they are all female subjects, similar in age, marital status, and education.

It was found that the affect of the treatment as measured by the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951) did not significantly alter the work values of the subjects in this study. The subjects indicated that all of the values examined were at least moderately important to them, with a slight skewing toward a high importance for all value categories. The values associated with goodness of life received the highest rating.

Few significant correlations were found for the demographic factors of age, number of months employed and job satisfaction or work values. The 26 subjects in this study appeared to have low security needs, moderate achievement needs, low power needs, and a high commitment to serving mankind. The younger subjects tended to value personal relationships on the job as more important than did the older subjects.

When the problems as identified by supervisors (Appendix A) were re-tabulated (Table 11; Table 12), it was found that at least half of the problem areas had been eliminated. It may be inferred that the human relations class may have had an influence toward the elimination of identified problem areas. It may be inferred that the human relations treatment class may have altered job satisfaction levels, and identified problem areas, but that the categories of material values, goodness of life values, self expression values, and behavioral control values were not altered by the treatment.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the results obtained from this study, presents the conclusions drawn from the study, and offers the recommendations made as a result of the study.

Summary

This study examined the differences in work value categories and job satisfaction of 26 Bahraini subjects in the part time Medical Secretary Program at the College of Health Sciences, State of Bahrain, prior to and following a human relations treatment class. In addition, work value categories of material values, goodness of life values, self expression values and job satisfaction were correlated with a set of ancillary dependent variables consisting of the demographic factors of age, number of months employed, and grade prior to and following the treatment.

No significant differences were found for the four value categories following the human relations treatment class as measured by the "Work Values Inventory" (Super, 1970), and it was inferred that the work value categories of the subjects were not significantly altered as a result of the treatment. Of the four value categories, the subjects ranked the goodness of life value category as the most important.

As a result of the administration of the "Job Questionnaire" (Brayfield and Rothe, 1951), the subjects were satisfied with their jobs, both prior to and following the human relations treatment class. The subjects rated job satisfaction at levels one, two, three, four, or five,

with job satisfaction level five being the highest level of satisfaction. There was a change in job satisfaction level for 24 (92.3%) of the subjects, with job satisfaction level decreasing for eight (30.8%) of the subjects and increasing for sixteen (61.5%) of the subjects. A significant increase was found for job satisfaction levels following the treatment class. In an analysis of the responses, it was found that there was an increase in positive responses for all but three of the questions. A significant correlation was found for job satisfaction and material values prior to the treatment; however, this correlation was reduced to a nonsignificant level following the treatment. No significant correlations were found for job satisfaction and goodness of life values, self expression values, or behavioral control values prior to or following the treatment.

Few correlations were found for the demographic factors of age, number of months employed, and grade when correlated with the four value categories and job satisfaction prior to and following the treatment.

Prior to the human relations treatment class a tabulation was made of the problem areas reported for the subjects by their supervisors. Following the treatment, only six (33.3%) of the problem areas remained and no new problems were added.

Conclusions

The following conclusions may be drawn as a result of administering the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951), and by listing the problems areas identified by supervisors prior to and following a human relations class. The conclusions will be divided into the following areas: (1) work values,

(2) job satisfaction, (3) supervisor's reports, (4) work values and job satisfaction relationships, and (4) demographic factors and their relationship to work values and job satisfaction.

Work Values

Work values of the subjects as measured by the "Work Values Inventory" (Super, 1970) were not altered following the human relations class, but certain aspects within each of the value categories were changed following the treatment class. The literature indicated that values underlie social attitudes, and that values may be related to culture. All of the values examined on the pretest and the posttest were important to the subjects; the lowest mean score on the pretest was 2.83, and 2.67 on the posttest.

Seybolt (1980) reported that people raised within a particular region and within a particular time period tended to have similar values, and that the greater a person's identification with a group or social state, the more clearly were the values defined by the group. The similar background and similar responses of the subjects in this study tended to support the notion that the more homogeneous the social environment, the more similar the values. The subjects were similar in age, educational background, marital status, and grade. In addition to these aspects, the subjects were all females, first generation Bahraini female employees, and all were Muslims. Only two of the subjects had traveled outside of Bahrain.

Uhrbrock (1934) reported that it is important to know what employees value in their work situation. It may be concluded that the subjects in this study considered the values associated with job prestige,

surroundings, altruism, associates, way of life, achievement, and supervisory relations at higher levels than the values associated with security, esthetics, creativity, intellectual stimulation, job variety, independence, and management. This may be explained by (1) Bahraini medical secretaries are assured of a job as soon as they complete their educational program; (2) in the on-the-job training situations, there is presently little opportunity for the elements of esthetics, creativity, or intellectual stimulation; and (3) in discussions with the students it was learned that the Ministry of Health jobs were the only jobs any of the subjects had held, and this fact combined with their age may give some indication as to why the areas of independence and management were rated lower than the other value areas. Locke (1976) noted that some values are apparent on the job and some are not. It may be that certain of the values examined were not apparent to the subjects.

The literature reviewed indicated that work values may be slow in changing, and it may be that a 16 week class in human relations did not offer enough time to alter the work values of the subjects in this study. Kelly (1969) pointed out that knowledge of work values may bring about the basis for improved organizational behavior. It may be concluded that knowing the values as identified by this study may help supervisors and educators of the subjects plan more effective programs for the medical secretary students.

Job Satisfaction

The literature indicated that job satisfaction is a function of the extent that the worker feels his needs are met by the job (Palola and Larson, 1965). As the subjects were satisfied with their jobs as examined

by the "Job Questionnaire" (Brayfield and Rothe, 1951) both prior to and following the treatment class, it may be inferred that there was enough of the on-the-job needs fulfilled for the subjects to express job satisfaction. Hackman (1969) reported that all employees experience happy and unhappy moments at work; but Black (1981) revealed that when an employee's needs were satisfied, positive feelings within the employee were likely to result. The job satisfaction level following the human relations treatment class changed for 24 of the 26 subjects. Eight of the subjects' job satisfaction decreased (30.8%) and sixteen of the subject's job satisfaction increased (61.5%). Significant differences were found for job satisfaction levels following the treatment class, and it was inferred that the human relations class may have been an element in this change. Because no expression of job dissatisfaction was expressed by the subjects prior to or following the treatment class, no conclusions can be drawn concerning the elements of the job which may be dissatisfying to the subjects. The literature revealed that there are many factors associated with job satisfaction and job dissatisfaction, and that it may be difficult to identify the factors involved. It may also be concluded that the subjects were satisfied with their jobs prior to and following the treatment class, and that the over-all job satisfaction was higher following the treatment, and that the reasons for this change may be because of multifactors, some relevant to and some not relevant to this study.

Supervisor's Report

The human relations class may have been an effective means for the elimination of a number of the problems identified by the supervisors of

the subjects. Of the original fifteen problems identified prior to the treatment class, only six remained following the human relations class and no new problem areas were added. Seybolt (1980) reported that behavior may be more easily changed than values, and he added that people seek stability and harmony within their group or organizational identities. Rokeach (1968) also added that values and behaviors may or may not be alike. The problems listed by the supervisors of the subjects were behavioral patterns that could be observed. These problems may or may not have been related to the work values that were examined by the "Work Values Inventory" (Super, 1970). Rosenberg (1957) observed that two of the major concerns of employees involved how to deal with supervisors and how to deal with meeting self-worth needs; Kelly (1969) noted that when points of irritation were identified for the employee, change in behavior might occur. These factors may be important factors in accounting for the fact that 66.6% of the problems areas identified by the supervisors prior to the treatment were no longer identified following the treatment. It was concluded that the human relations class may have made the students aware of the problems identified and may have offered them ways to overcome some of the problems.

Work Values and Job Satisfaction Relationships

From the results obtained from the administration of the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951) prior to the human relations class, it was concluded that the only relationship found for job satisfaction and work value categories was a significant correlation for job satisfaction and material values. It was inferred that for the pretest of these two instruments, those subjects

with the higher job satisfaction levels valued the material values category of prestige, economic returns, security, and surroundings at a higher level than did those subjects at the lower job satisfaction levels. Smith, Kendall, and Hulin (1969) viewed job satisfaction as resulting from the employee's perception of what is experienced in relationship to what is expected from the job. They listed the most common values associated with job satisfaction levels as those involving pay, promotion, recognition, working conditions, supervision, co-workers and company policy. The human relations class offered the students the opportunity to look at all factors of their job for satisfying elements. The material values category was stressed because this area was also a factor on the list of problems tabulated from the supervisors.

It was inferred that from the results obtained on the posttest of the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951), that no significant correlations were found for job satisfaction and the work value categories of material values, goodness of life values, or behavioral control values, and it was inferred that the human relations class may have been a factor in the relationship of job satisfaction and material values.

Demographic Factors and Relationships to Work Values and Job Satisfaction

The demographic factors of grade, months employed and age were examined in relation to work values. On the pretest, a significant negative correlation was found for grade and goodness of life values, and it was inferred that those subjects at the lower grade levels ranked the goodness of life values to be more important than did those subjects at the higher grade levels. Following the human relations treatment class,

significant correlations were found for (1) age and goodness of life values, (2) grade and self expression values, (3) age and behavioral control values; and, (4) grade and behavioral control values. Following the treatment, it was inferred that (1) the younger subjects valued the factors of alturism, associates, way of life and achievement at a higher level than did the older subjects; (2) those subjects at the higher grade levels valued the factors associated with esthetics, creativity, intellectual stimulation, and variety of job tasks at a higher level than those subjects at the lower grades; (3) the older subjects ranked the values associated with independence, management, and supervisory relations at a higher level than did the younger subjects; and, (4) those subjects at the higher grade levels ranked the values associated with independence, management, and supervisory relations at a higher level than did those subjects at the lower grade levels. It was concluded that the human relations class may have had an affect on the relationship of the value categories of goodness of life values, self expression values, and behavioral control values and grade and age.

Recommendations

If an individual's occupation is a primary determiner of economic status, social status, self-identity, and overall life situation, then all aspects of work are important aspects for educational programs. Societal needs and worker values and satisfaction should be recognized in the

development of vocational education and guidance programs. Given the importance that work holds for an individual, it follows that students should be knowledgeable about their individual work values and the characteristics which affect their work environment.

In light of the findings from this study, it is recommended that the following items be addressed.

1. The number of students selected for this study was limited to 26. It is suggested that this study be repeated using a larger sample. By repeating the study with a larger group, a greater variety of subject demographic backgrounds may be obtained. A larger sample might also offer the elements of job dissatisfaction that could not be examined in this study.
2. The subjects in this study were all females. It is suggested that the study be repeated using both females and males. This would offer information regarding the job satisfaction and work values for the Bahraini culture, and it would offer a means of comparing work values for males and females. The literature indicated that there is controversy on the degree of job satisfaction and work values for men and women. As no previous studies in job satisfaction and work values had been done for Bahrain, it would be important to know the degree of these factors for both Bahraini men and women. The literature indicated that female workers placed greater importance than did males on interpersonal work relations and on factors such as travel time to and from work. It is important to understand these factors for females in relation to their male counterparts.
3. It is suggested that this study be repeated for the same subjects at the end of their training period. This would give a long range picture of the effectiveness of the complete Medical Secretary Program's vocational objectives. The literature indicated that work values may be slow in changing. By giving a longer study period, additional information could be obtained over the greater time span.
4. It is suggested that the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951) be administered to all incoming medical secretary students for

the next five years in order to try to establish a profile of the typical medical secretary student in terms of work values and job satisfaction. As no previous studies in work values and job satisfaction had been done in Bahrain, additional results would give a clearer view of the total picture of work values and job satisfaction for Bahrainis.

5. It is suggested that the results of this study be shared with the Bahrain Ministry of Health officials and with the supervisors of the health agencies so that the work positions and teaching situation may be better coordinated. The College of Health Sciences trains directly for the Bahrain Ministry of Health. At this time, each student who enters the College is or will later become an employee of the Ministry. Coordination is needed in order that the College of Health Sciences prepares effectively for the various health agencies. Information regarding work values and job satisfaction may help the health agencies and the College of Health Sciences to better place the graduating students.
6. The literature indicated that values change slowly. It is suggested that the treatment be given over a longer period of time. Work values should be measured at the beginning and the end of a one-year treatment period. There are two required social and behavioral science classes for the medical secretary students, the human relations class and social and behavioral sciences for health agencies. It is suggested that these two classes be offered sequentially so that the students will have a longer period of instruction in this field. The literature indicated that values change slowly. This would provide a longer period of intensive training time.
7. It is suggested that the two instruments used in this study be administered to the supervisors of the subjects. It is important to know the work values and job satisfaction levels of the individuals who judge the medical secretary students.
8. The instructional and interactive materials in the human relations class might be reviewed in relation to the results of this study. The materials might be modified in order to address themselves to the problems identified by this study.
9. It is recommended that the on-the-job training positions be reviewed in relation to the results of obtained in this study. All values examined were rated at the moderately important to important level. The jobs should be reviewed to see if the value categories examined are available to the subjects in the training positions.

10. The supervisory interviews may be a means of identifying on-the-job problems. It is recommended that these interviews be continued on a semester basis, and that the results be compared with the results obtained in this study.
11. Two computer searches indicated that no previous research had been published concerning the work values of Bahraini women. It is recommended that the results of this study be compared with similar studies throughout the world, especially with studies which have used the "Work Values Inventory" (Super, 1970) and the "Job Questionnaire" (Brayfield and Rothe, 1951).

Ideally, vocational education programs should train for both competence and total adjustment to work. With these objectives in mind, the students should learn about themselves (their work values and degree of job satisfaction) and about the demands and rewards of work so that they may better fit themselves into the work world. Information concerning work values and job satisfaction provide a foundation goal for vocational education, and these factors can be implemented into existing programs.

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APPENDIX A

"SUPERVISOR'S REPORTS

PROBLEM AREAS

February, 1982

The following problems were identified during the interviews with supervisors. Each supervisor was interviewed at three times during a semester period. Problem areas were listed for those areas that were reported three or more times.

1. Concerned primarily with the material aspects of the job, salary grade, and physical environment (type of desk/equipment)
2. Late to work
3. Extended break periods
4. Lack of concern that deadlines be met
5. Talking to family and friends on telephone during work time
6. Dependence upon friends on the job for information and not checking with the person in charge when questions arise
7. Unwilling to assist others—this is my job; that is your job attitude; general lack of cooperation
8. Gossiping, especially about co-workers and patients
9. Lack of concern for confidential information concerning patients and employees
10. Lack of patience when dealing with co-workers and the sick
11. Failing to telephone when it is necessary to be away from work
12. Stopping in the middle of a task if it is time for a break or time to go home.
13. Lack of pride in the task; lack of expressed concern if a job is not done well.
14. Tends to lose composure under stress or pressure situations
15. Frequently unable to take constructive criticism; at times becomes angry when criticism is given

PROBLEM AREAS

February, 1983

The following problems were identified during the interviews with supervisors. Each supervisor was interviewed three times during the semester. Problems are listed for areas that were reported three or more times.

1. Concerned primarily with material aspects of the job; salary, grade, and physical environment (type of desk/equipment)
2. Late to work
3. Extended break periods
4. Lack of patience when dealing with co-workers and the sick
5. Failing to telephone when it is necessary to be away from the job
6. Stopping in the middle of a job if it is time for a break or time to go home.

APPENDIX B

"BAHRAIN--THE ISLAND STATE (BRIEF HISTORY)

BAHRAIN THE ISLAND STATE

This is Bahrain, Bahrain Ministry of Information

Copied from Volume 4, Number 3, This Is Bahrain Series, 1982

Bahrain is unique among the Arab States of the Gulf in being an island; in fact an archipelago of thirty small islands with a total area of 255 square miles and a population of around 300,000. The main islands in the group are Bahrain itself, Muharraq which contains the Bahrain's International Airport, Nabih Saleh, Um Nasan and Sitra. The capital city of the State is Manama in the North of Bahrain island which houses around half of the total population.

The name "Bahrain" means "two seas" and is a reference to the natural springs of fresh water which are to be found on the island and under the salt waters of the Gulf around the shores. This ready availability of fresh water coupled with the strategic position of Bahrain in the Gulf, has been a major factor in the position of commercial power and importance which Bahrain has enjoyed through the ages. An influence out of all proportion to the State's size.

Given the State's importance as a commercial center through the ages, it is hardly surprising that present day Bahrain remains a communications and trading center for the Gulf. Oil was discovered on the island in 1936 and was the first oil to be commercially developed in the Gulf area; but the State's supplies are not huge and in fact oil revenue alone would not today, be sufficient to balance the budget. Bahrain has built a relatively sophisticated infrastructure with heavy industry, commerce, communications, and banking—all playing a large part in the present day prosperity of the nation.

Bahrain was an important transit port in the Third Millennium B.C., and has been identified as the legendary Island of Dilmun mentioned in Babylonian and Sumerian records. The merchants of Dilmun exercised powerful influence over the sea trade of the Indus Valley civilizations.

Throughout the centuries Bahrain suffered the fluctuations of fate as ambitious neighbouring dynasties rose and fell. Although the rulers of Bahrain generally sought peaceful coexistence with their neighbours, powerful nations, attracted by Bahrain's strategic geographical position and her wealthy pearling industry, continually vied for control of the island.

Bahrain was invaded at the end of the 8th century B.C. by the Assyrians and was later visited by the exploratory expeditions of Alexander. Islam came to Bahrain in 628 A.D. and for the next 305 years Bahrain was ruled by Governors on behalf of the Caliphs. Among those who fought for control of Bahrain were the Carmathians, the Omanis, the Portuguese and the Persians. Political stability came to Bahrain only with the conquest and consolidation of the islands under the AL-Khalifas, who entered Bahrain in 1782.

Britain began her association with Bahrain in the 19th century. British influence remained constant until the Declaration of Independence on August 15, 1971, under the rule of the Amir, Shailh Isa bin Salman Al Khalifa. Bahrain became a constitutional Emirate in December, 1973, and a National Assembly was elected by adult male suffrage. However, the new Assembly was unable to cooperate with Government and the Amire acceded to the Cabinet's request to dissolve the Assembly in August, 1975 in order to maintain security. A new Cabinet was formed on August 25, 1975, governing by Amire Decree.

Under this system of Government, Bahrain has made many advances. The establishment of the off shore banking sector and more recently, the provision for offshore companies to base themselves in Bahrain, are two significant examples of economic development. The Labor Law, Social Insurance Law and the implementation of various orders to regulate commercial activity demonstrate the government's desire to meet the needs of the business sector while placing the highest priority on the needs and protection of the individual.

Government participation in industrial development has also grown. The Bahrain National Oil Company was founded; the Government's stake in the aluminium smelter, Alba, has grown to 57.9 percent; Bahrain has a major stake in the Arab Shipbuilding and Repair Yard, jointly owned by seven Arab oil exporting countries; the Bahrain Aluminium Extrusion Company, now in its second year of production, is a 100 percent Government venture; the Government has taken share holdings in important industries, such as United Building Factories, and has assisted private sector developers of hotels, so that temporary financial problems should not deprive the Island of vital facilities in its long-term development.

Bahrain lists twenty commercial banks, thirty representative bank offices, and fifty three offshore banking units. Bahrain maintains commercial television stations, transmitting both in Arabic and English. Radio Bahrain is a commercial English-language station; there are six independent Arab weekly newspapers, plus The Gulf Daily News which is an English daily newspaper and the Arabic Akhbar AL-Khalifas published daily.

The excellent internal and external communications systems in Bahrain are operated by Bahrain Telephones and Bahrain International Communications respectively, which are both services of the Cable and Wireless division. Bahrain has several first class hotels and the service and facilities of these hotels are outstanding.

APPENDIX C

"OUTLINE OF HUMAN RELATIONS CLASS"

HUMAN RELATIONS FOR MEDICAL SECRETARIES

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT EXPERIENCE
1	Unit 1--The Need For Human Relations	Getting Along With Others Purpose of work Flexibility Enjoyment Problems Why work?	At the end of this week the student should: Recognize that working with people is a skill that is closely related to effective work adjustment	Comparison of two famous and or successful persons. Occupations and other people worksheet. Tape 1, Getting Along with Others. Tape 2, People Concepts
2	Keys to Understanding Yourself Confidence Personal traits		Analyze relationships between you and your human relation skills. How does this affect your career?	List activities for a one hour period and list needs in each area listed. Identify aspects of character from written situations
3	Keys to Understanding Others Traits Working with those you like/dislike How to get along		Determine how to apply the key concepts of basic needs to you and your career. Determine the relationship between other people's behavior and your own Evaluate the key concepts for understanding other's behavior	Keys to Understanding Worksheet Essay ideas/vocabulary guide Using media advertisements to focus on need fulfillment Study guide in small groups

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT EXPERIENCE
4	Unit 2--Communication Forms of for Good Human Re- lations	Communications	Analyze all ways to communicate a message	Write in sentence form, five examples of abstractions, referents, generalizations Exploration Walk--A blindfolded walk using sensory stimuli to perceive environment Identifying environmental symbols of health and illness. List as a group, 100 symbols of health and illness Filmstrip and Tape, The Silent Vocabulary Study guide and group discussion Quiz, Verbal/nonverbal Communication
5	Communicating Attitudes		Explain how behavior is affected by attitudes Differentiate between the different aspects of character	Using all aspects of our character worksheet Tape 2, Words Talk Tape 2, Body Language

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT EXPERIENCE
6		Communication Roadblocks	Construct conversations that eliminate roadblocks Identify ways to make yourself understood	Identify roadblocks in sample conversations--taped and then in class Write out "What's Your Opinion" In couples, prepare a sample of each roadblock Listen and list roadblocks that you hear in conversations during this week
7		Sources of Information	Recognize sources of a conversation; identify validity Identify reliable information sources	"Identify the source and Validity Worksheet" Screen newspapers, newsletters, and brochures for sources of information; judge information Write out, "What's Your Opinion"
8	Units 1-2	Self Assessment and Evaluation Know yourself Know others	Appraise progress of human relations skills development	Study Guide/Vocabulary Small groups dramatization/role play: aspects of character roadblocks communication problems Quiz and feedback discussion

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT EXPERIENCE
9	Unit 3--Human Relations and Career Satisfaction	Understanding Career Motivation Looking for opportunities Be ready for opportunity The joys and problems of being the "boss"	Demonstrate how needs, motivation and the will to work are related Determine social needs and their effect on human relations Assess how to interpret motivation in order to help anticipate problems and avoid them	Situation identification of high or low motivation and need worksheet Small group project of identifying motivation factors in an admired, successful person
10		Morale How do you feel about your job What do you want from your job The importance of satisfaction How much do you give/take	Identify several factors influence morale and/or job satisfaction Analyze steps that are available to change low morale	Give personal examples from work experience of job factors that affect morale on the job Identify work situations and the correlation of morale Conduct an interview and inquire about job satisfaction, morale, and attitudes
11		Your Own Attitude What makes you feel good/bad in your job What is important to you in your work	Identify the difference between positive and negative attitudes Classify your own positive/negative feelings about your job	Watch "Appropriate Behavior Clues" and complete the corresponding worksheet. Identify attitude patterns from taped interview situations

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT CONCEPT
12		Leadership	Identify several characteristics of effective leadership Name behavior clues that correspond with McGregor Management Approaches (Theory X and Y) Identify your leadership abilities	Identifying good/bad leadership situations from the worksheet Evaluate leaders A and B from people you know List characteristics and evaluate leadership qualities Outline your good/bad leadership qualities Study Guide over Leadership List leadership opportunities
13	Unit 4--Human Relations and Social Discrimination	Group Identification	Establish awareness of the different groups in our society Analyse group behavior and career pursuits Determine how human relations works in a pluralistic society	"Identifying Discriminatory Practice" situation worksheet Census investigation for group identification Small group discussions of groups in Bahrain--in the Ministry of Health--at the College of Health Sciences

WEEK	UNIT TOPIC	EXPERIENCE CONCEPT	OBJECTIVES	DEVELOPMENT CONCEPT
14		Recognizing Negative Approaches to Human Relations	Identify five approaches that are destructive to human relations Determine how to use the negative approaches effectively	Determine your own "Bias" Worksheet Group dramatization of phrases/statements that reflect bias or set up stereotypes
15		Developing Skills that deal with Problems at Work	Identify positive methods of dealing with problems Apply through role playing solutions to work situations Analyze your work situation for problem areas and list solutions	Identify good/poor human relations with worksheet situations Tape 3, game playing Tape 3, Coping Identify through discussion awareness of own problems on the job Interview others in similar job to find problem areas Study Guide/Glossary Write a project to identify the need for human relations and how its skills can be used to improve a given work situation
16	Units 1-4	Self Assessment and Evaluation	Determine how to build human relation skills on the job Identify human relation skills that are being used and those that need to be used in given situations	
17		Final Assessment	Complete Final Paper	Discuss papers individually with students

APPENDIX D

"FINAL PROBLEM SOLVING SITUATIONS FOR THE TREATMENT"

SBS - 102

HUMAN RELATIONS FOR MEDICAL SECRETARIES

FINAL PROBLEM

Application of the skills learned in class is the one accurate measure of the learning that has taken place during the term. Human relations, therefore, cannot be evaluated through traditional testing methods. Instead, 60% of your grade for this course will depend on your responses to this paper. Please read the instructions carefully. In your answers you should strive to include as many of the skills as you think would apply to improve human relations.

INSTRUCTIONS:

1. You may write about any one of the ten situations.
2. Your paper should be in suitable term paper format. Please see the enclosed form and sample.
3. Your paper must be well organized and typewritten, if possible. Your English teacher will help you with this and go over the style with you. Organize your paper in outline form using the references you have chosen. Have the outline and the reference list approved by Mrs. Beverly, Mrs. Helen, or Mrs. Susan by December 18, 1982.
4. You may use class notes, the textbook (available by check out from the teacher), library references, or your personal experience background to answer the questions. A group of references are on reserve in the library. Collect this list from Mrs. Beverly.
5. Your paper should be no longer than 8 pages and could be considerably shorter (4 or 5 pages) depending on your answers.
6. In evaluating your answer, the following point system will be used:

Introduction to Human Relations	10 points
Developing Human Relations	15 Points
Working at Human Relations	15 points
Conclusions	15 points
Bibliography, References	5 points
7. Be sure to tell how human relations is working and how it could be improved.

- What was the problem?
 - What facts make up both sides of the problem?
 - What are some of the possible solutions to the problem?
 - What solution do you recommend and how would you implement it?
2. Identify the role that human relations plays in solving this problem.

PART V: BIBLIOGRAPHY, REFERENCES (5 points)

EXPERIENCES IN HUMAN RELATIONS:

1. Scientific management was based on three main principles:
1. Select the best person for the job.
 2. Train her in the most efficient methods and economic movements to use in her work.
 3. Use incentives in the form of payment by results-the higher earnings going to the best workers.

Despite the apparent common sense and logic of these principles they have not stood the test of time and have failed as guarantees of high productivity. Why do you think this is so?

2. One of the most important influences in a person's working life is the immediate boss. It is from the chief that we either get, or fail to receive, the backing, support and encouragement which is necessary for effective job performance. Consider this statement in light of your relationship with your own immediate boss and state why you feel it to be either true or false.

3. There's nothing wrong with my labour force that an occasional pay rise won't cure. All these girls want and expect out of work is the money. This is what really keeps them contented. This over simplified appreciation of human motivation can lead to a very dangerous philosophy of management. What do you see as the main pitfalls in this apparently common sense approach?

4. Security fears form the basis of much of the industrial conflict we experience. Suppose you are a supervisor in charge of a hospital department. At an administrative meeting, you heard that a large budget cut would be put into effect the next year. The Ward Sister has told you that she, too, has learned of the plans and that the department personnel are anxious about the future. What steps would you take to deal with this potential problem?

5. Some people annoy us on sight. In this company we may become edgy, rude or very guarded. Why is this? Assume that a new manager has been appointed to your department who makes you very uncomfortable as soon as you meet. This is not such a rare phenomenon, but it can prevent an effective working relationship. Assume you do not wish to leave the department which you have helped to build up. What would you do?

6. Self-esteem is fundamental to the emotional health of the individual. What chance is there for the average medical secretary to bolster or satisfy his/her self esteem in the job situation where he/she spends something like forty hours a week?

7. Attitudes shared by numbers of people tend to be a means of uniting the group members. They are an outward expression of common goals, values, or beliefs. If you were to be confronted by a group united in opposition to your proposals to reorganize your working unit, how would you set about trying to change the opposing attitudes? What factors would you consider to be especially important?

8. The irrational, aggressive behavior of a frustrated individual, or group of people, rarely removes the barrier causing the trouble. Why is it then, that people often persist in futile behavior which nearly always adds to frustration and leads to a state of deadlock between the conflicting parties? Consider, especially individual or small group relationships rather than management/worker disputes.

9. Think of a person to whom you were responsible and whom you respected and in whom you had confidence. Try to analyze what it was that made you respect him as a leader. Consider:

1. Your relationship with him or her
2. Whether the person influenced and modified your own attitudes and behavior and how you think that he/she did it?
3. His/her relationship with his superior.

10. Some of the most effective leaders in the Ministry of Health, have shown a deep understanding of human behavior yet they have never really been close to their subordinates. Discuss the implications of this statement and draw upon examples, if you can, from your own experience in working for the Ministry. If necessary, use parallels from other situations (For example, school, work, social, or other bodies).

APPENDIX E

JOB QUESTIONNAIRE IN ENGLISH AND IN ARABIC

Some jobs are more interesting and satisfying than others. We want to know how you feel about your job. Please give your honest opinion of each of the statements. There are no right or wrong answers. We would like your honest opinion on each of the questions.

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Sample

- 0 There are some conditions concerning my job that could be improved 0. _____
1. My job is like a hobby to me. 1. _____
2. My job is usually interesting enough to keep me from getting bored. 2. _____
3. It seems that my friends are more interested in their jobs. 3. _____
4. I consider my job rather unpleasant. 4. _____
5. I enjoy my work more than my leisure time. 5. _____
6. I am often bored with my job. 6. _____
7. I feel fairly well satisfied with my present job. 7. _____
8. Most of the time I have to force myself to go to work. 8. _____
9. I am satisfied with my job for the time being. 9. _____
10. I feel that my job is more interesting than others I could get. 10. _____
11. I definitely dislike my work. 11. _____
12. I feel that I am happier in my work than most other people. 12. _____
13. Most days I am enthusiastic about my work. 13. _____
14. Each day of work seems like it will never end. 14. _____
15. I like my job better than the average worker does 15. _____
16. My job is uninteresting. 16. _____
17. I find real enjoyment in my work. 17. _____
18. I am disappointed that I ever took this job. 18. _____

بعض الاعمال متعدد اكثر من غيرها • نريد ان نعرف شعورك اتجاه عطلك •
نريد رأيك الصادق عن كل جملة ويجب ان تعرف انه لا يوجد جواب صحيح او خاطئ •

٥٠ اوافق بأصرار (بشدة) •

٥١ اوافق •

٥٢ مر وأكد •

٥٣ لا اوافق •

٥٤ اعارض •

٥٥ - هناك بعض الحالات المتعلقة بعطلي يمكن لها ان تتحسن •

٥٦ عطلي يعتبر كهوايد لدى •

٥٧ عطلي عادة يكون مع كفاية بحيث يبعدي عن الملل •

٥٨ يبدو ان اصدقائي اكثر متعب بأعمالهم •

٥٩ اعتبر عطلي تقريبا غير سار •

٦٠ اشعر بالمتعة في عطلي اكثر من وقت مراعي •

٦١ غالبا ما اشعر بالملل في عطلي •

٦٢ اشعر انني راضية عن عطلي الحالي •

٦٣ معظم الاوقات ارم نفسي للذهاب الى العمل •

٦٤ انا راضية عن عطلي في الوقت الحالي •

٦٥ اشعر بأن عطلي اكثر متعة من اي عمل آخر ممكن ان احصل عليه •

٦٦ انا بالتحديد اكره عطلي •

٦٧ اشعر بأنني سعيدة في عطلي اكثر من غيري •

٦٨ اكثر الايام متحمسة لعطلي •

٦٩ كل يوم اشعر بأن العمل لا ينتهي •

٧٠ احب عطلي اكثر من الحب المتوسط للعمال لاعمالهم •

٧١ عطلي غير ممتع •

٧٢ اجد متعة حقيقية في عطلي •

٧٣ اشعر بحياة امل لانني اخترت هذه الوظيفة •

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APPENDIX F

"WORK VALUES INVENTORY IN ENGLISH AND IN ARABIC

NAME _____

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

5 means "Very Important"
 4 means "Important"
 3 means "Moderately Important"
 2 means "Of Little Importance"
 1 means "Unimportant"

(Fill in one oval by each item to show your rating of the statement.)

Work in which you . . .

1. . . . have to keep solving new problems. (5) (4) (3) (2) (1)
2. . . . help others. (5) (4) (3) (2) (1)
3. . . . can get a raise. (5) (4) (3) (2) (1)
4. . . . look forward to changes in your job. (5) (4) (3) (2) (1)
5. . . . have freedom in your own area. (5) (4) (3) (2) (1)
6. . . . gain prestige in your field. (5) (4) (3) (2) (1)
7. . . . need to have artistic ability. (5) (4) (3) (2) (1)
8. . . . are one of the gang. (5) (4) (3) (2) (1)
9. . . . know your job will last. (5) (4) (3) (2) (1)
10. . . . can be the kind of person you would like to be. (5) (4) (3) (2) (1)
11. . . . have a boss who gives you a square deal. (5) (4) (3) (2) (1)
12. . . . like the setting in which your job is done. (5) (4) (3) (2) (1)
13. . . . get the feeling of having done a good day's work. (5) (4) (3) (2) (1)
14. . . . have authority over others. (5) (4) (3) (2) (1)
15. . . . try out new ideas and suggestions. (5) (4) (3) (2) (1)
16. . . . create something new. (5) (4) (3) (2) (1)
17. . . . know by the results when you've done a good job. (5) (4) (3) (2) (1)
18. . . . have a boss who is reasonable. (5) (4) (3) (2) (1)
19. . . . are sure of always having a job. (5) (4) (3) (2) (1)
20. . . . add beauty to the world. (5) (4) (3) (2) (1)
21. . . . make your own decisions. (5) (4) (3) (2) (1)

5 means "Very Important"
 4 means "Important"
 3 means "Moderately Important"
 2 means "Of Little Importance"
 1 means "Unimportant"

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22. . . . have pay increases that keep up with the cost of living. ☐5 ☐4 ☐3 ☐2 ☐1
23. . . . are mentally challenged. ☐5 ☐4 ☐3 ☐2 ☐1
24. . . . use leadership abilities. ☐5 ☐4 ☐3 ☐2 ☐1
25. . . . have adequate lounge, toilet and other facilities. ☐5 ☐4 ☐3 ☐2 ☐1
26. . . . have a way of life, while not on the job, that you like. ☐5 ☐4 ☐3 ☐2 ☐1
27. . . . form friendships with your fellow employees. ☐5 ☐4 ☐3 ☐2 ☐1
28. . . . know that others consider your work important. ☐5 ☐4 ☐3 ☐2 ☐1
29. . . . do not do the same thing all the time. ☐5 ☐4 ☐3 ☐2 ☐1
30. . . . feel you have helped another person. ☐5 ☐4 ☐3 ☐2 ☐1
31. . . . add to the well-being of other people. ☐5 ☐4 ☐3 ☐2 ☐1
32. . . . do many different things. ☐5 ☐4 ☐3 ☐2 ☐1
33. . . . are looked up to by others. ☐5 ☐4 ☐3 ☐2 ☐1
34. . . . have good contacts with fellow workers. ☐5 ☐4 ☐3 ☐2 ☐1
35. . . . lead the kind of life you most enjoy. ☐5 ☐4 ☐3 ☐2 ☐1
36. . . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.) ☐5 ☐4 ☐3 ☐2 ☐1
37. . . . plan and organize the work of others. ☐5 ☐4 ☐3 ☐2 ☐1
38. . . . need to be mentally alert. ☐5 ☐4 ☐3 ☐2 ☐1
39. . . . are paid enough to live right. ☐5 ☐4 ☐3 ☐2 ☐1
40. . . . are your own boss. ☐5 ☐4 ☐3 ☐2 ☐1
41. . . . make attractive products. ☐5 ☐4 ☐3 ☐2 ☐1
42. . . . are sure of another job in the company if your present job ends. ☐5 ☐4 ☐3 ☐2 ☐1
43. . . . have a supervisor who is considerate. ☐5 ☐4 ☐3 ☐2 ☐1
44. . . . see the results of your efforts. ☐5 ☐4 ☐3 ☐2 ☐1
45. . . . contribute new ideas. ☐5 ☐4 ☐3 ☐2 ☐1

Now check to be sure that you rated every statement.

تمثل الجمل ادناه مميزات يعتبرها الناس ذات اهمية معينة في عظمهم ، والتي هي في الاصل مساع لاشباع رغبات وحاجات كثيرا ما يتطلبها الناس في عظمهم . ومدى اهمية اشباع رغبة او حاجة ما يختلف من حاجة الى اخرى ومن فرد الى آخر . اقرأ بعناية كل جملة ، ثم حدد بدقة (من ٥ الى ١) مدى اود درجة اهمية كل رغبة او حاجة بالنسبة اليك :

رقم ٥ يعني (ان اشباع الحاجة المذكورة) مهم جدا

رقم ٤ يعني (ان اشباع الحاجة المذكورة) مهم .

رقم ٣ يعني (ان اشباع الحاجة المذكورة) متوسط الاهمية .

رقم ٢ يعنى (ان اشباع الحاجة المذكورة) قليل الاهمية .

رقم ١ يعنى (ان اشباع الحاجة المذكورة) لاهمية له .

(املًا شكلاً بيضويًا مبيّنًا تحديدك لدرجة أهمية كل رغبة أو حاجة) :

[illegible]

APPENDIX G

"DEMOGRAPHIC INFORMATION SHEET

Name _____

Age _____ Birthdate _____

Are you Married? Yes _____ No _____

Do you have children? Yes _____ No _____

If yes, how many children?

One _____
 Two _____
 Three _____
 Four or more _____

How many months have you worked for the Ministry of Health?

12 or less Months _____
 13 to 24 Months _____
 25 to 37 Months _____
 38 to 50 Months _____
 51 to 70 Months _____
 71 to 100 Months _____
 Over 101 Months _____

What was your beginning grade with the Ministry of Health?

Grade One _____
 Grade Two _____
 Grade Three _____
 Grade Four _____
 Grade Five _____
 Grade Six _____

What is your present grade with the Ministry of Health?

Grade One _____
 Grade Two _____
 Grade Three _____
 Grade Four _____
 Grade Five _____
 Grade Six _____

Please check the educational level completed.

Elementary School _____
 Secondary School _____
 Diploma from Gulf Polytechnic _____

Religion _____ Does your mother work? _____
 Has your mother ever worked? _____

Have you traveled outside Bahrain? Yes _____ No _____

If yes, please name the countries in which you have traveled:

APPENDIX H

"INTERVIEW FORM"

INTERVIEW FORM
MEDICAL SECRETARY PROGRAM

Interview Number:

Date:

Student:

Interviewer:

Suggested Questions:

1. What do you see as the on-the-job problems for student A (name the student) in her training position in your department?

2. What do you see as the strengths of student A (name the student) in on-the-job training position in your department?

3. What instruction would you suggest to help student A (name the student) overcome the identified problems and strengthen her strong points?

VITA

Susan I. Shoemaker was born on February 10, 1940 in Albany, Kentucky, where she attended elementary and junior high school. She graduated from Keokuk High School in Keokuk, Iowa in 1958. Ms. Shoemaker graduated from the University of Arizona with a Bachelor of Science Degree in Business Education in 1965 and with a Master of Business Education in 1967.

Ms. Shoemaker's experience include Head of the Business Education Department at Sahuarita High School in Sahuarita, Arizona, and teaching in the Business Department at Palo Verde High School in Tucson, Arizona. College and university experience include instructorship positions in the Office Administration Departments at the University of Alaska, Southern Oregon State College, and Iowa Western Community College.

For the past five years Ms. Shoemaker has lived in the Middle East, where she developed and heads a Medical Secretary Program for the Ministry of Health, College of Health Sciences in the country of Bahrain. Extensive world travel during the past five years has allowed Ms. Shoemaker to observe and evaluate educational systems in Europe, the Middle East, Asia, Africa, and North America.

Future plans for Ms. Shoemaker include the continuation of curriculum studies as they relate to women in different cultures of the world.

Accepted by International Graduate School in partial fulfillment of
the requirements for the Doctor of Education Degree.

Harold Harty

Mentor

Edward Forney

Committee Member

Edward Forney

Dean of Educational Programs